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ABSTRACT

Techniques and strategies of identifying and involving 4-H alumni are discussed and described via a model of the Tennessee 4-H Alumni, Inc., which began in 1975. Following an introduction, the guide begins with a section on finding and organizing alumni which encompasses alumni organizers (organizational decisions, model alumni association); identifying resources; publicity methods (mass media, considerations); maintaining contact with alumni; identifying new addresses; contacting alumni; and considering the computer. The second section covers moving alumni into volunteer roles. Appendix A includes the following: suggestions for developing a recruitment flyer or announcement; recruitment flyer - double post card; front of information card; information cards (send to alumni, send to reference); change of information cards; acknowledgement cards; membership pamphlet; membership certificate; letter to new members; and alumni newsletter. Appendix B contains a 4-H position description, job description, and task card; index for position description; model for volunteer information form; supervisor's evaluation card; volunteer evaluation card; and successful alumni services in Tennessee. (AH)

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4-H ALUMNI

Techniques and Strategies of Identifying and Involving 4-H Alumni

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Techniques and Strategies of Identifying and Involving 4-H Alumni

A 4-H Intern Report

By

Cheryl C. Reese

National 4-H Intern

Maryland

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This National 4-H Intern Project was completed in 1980 by Cheryl C. Reese of Maryland, under the Nationwide 4-H Staff Development and Training Program, sponsored cooperatively by National 4-H Council and the 4-H program unit, Extension Service, U.S. Department of Agriculture. Advisor to the Intern was Dr. V. Milton Boyce, 4-H Program Leader, Extension Service, U.S.D.A.

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INTRODUCTION

Rationale

Until 1979, 4-H was one of a small minority of youth-serving organizations that had continued to grow during the 70's. The task force that developed 4-H In Century III challenged 4-H to continue its growth and purposes, especially in the areas of increasing volunteer leadership and private and public funding. 4-H In Century III was the response of the task force to the 1976 Extension Committee on Organization and Policy's charge to look into the first decade of our country's third century and recommend directions and thrusts that will keep 4-H strong and growing. While maintaining a hold on the strength of traditional programs, the recommendations explored new concepts designed to serve a broader clientele in an ever-changing world.

4-H alumni, consisting of over 40 million Americans, are a largely untapped resource that can contribute to the growth and expansion advocated in 4-H In Century III. Presently, there are several organized 4-H alumni groups including International 4-H Youth Exchange (IFYE), 4-H All Stars, 4-H Conference Associates and 4-H Collegiate Clubs. These groups consist only of a small percentage of the total number of 4-H alumni. The Gallup Poll conducted interviews with a national sample of 3,075 adults, 18 years of age and older, during the period of December 1-7, 1978 and January 18-31, 1979. Statistics gathered from this study show that 10% of the population have participated in 4-H. Unfortunately, only 1% of the alumni report participating both as a member and as an adult leader.

Using alumni to fulfill volunteer needs and serve as a support system for 4-H, has several advantages. Alumni possess a basic understanding of the thrusts and goals of 4-H, therefore, little additional training is necessary. Furthermore, because alumni have an understanding and appreciation of 4-H, they will be more likely to support 4-H over other organizations.

Several reasons can be cited to explain the lack of alumni involvement. Many alumni have never been personally asked to contribute their resources. Other alumni, unaware of the opportunities available to serve 4-H as an alumnus, never volunteered their services. In other situations, an alumnus' involvement in 4-H formerly took place in a rural environment. Later in life, they relocated to an urban area, unaware that 4-H exists in urban settings. If these alumni were located and informed of 4-H's present activities and how they could be involved, frequently they would contribute to 4-H in some capacity.

4-H In Century III specifically outlines various areas of leadership expansion needed within 4-H. As of 1975, there were 353,899 volunteer leaders recorded in Volume I, Long-Term 4-H Trends. 4-H is challenged to double this number of leaders in the next decade. Present leaders are challenged to recruit and train teens for further leadership and to create well-defined job descriptions

as volunteer roles expand. Much of this leadership can be provided by alumni as they are recruited into active involvement. Additional leadership also can be derived from community citizens who volunteer because they see alumni's continued commitment to 4-H.

4-H is challenged to increase dramatically, its private and public funding base. In order to accomplish this, more systematic methods of evaluating and reporting statistics are necessary. Presently, many counties only report numbers rather than names and facts. As alumni are located, organized data can be collected. The data collected on alumni can serve as a base for historical records validating the claims of 4-H. Furthermore, as alumni are more apt to be influenced. Thus 4-H will be able to gather additional financial and human resources to aid 4-H.

Throughout the remainder of 4-H In Century III, leaders are urged to train youth in basic life skills. As alumni are found and organized, they can share a broad variety of their skills and resources with young 4-H'ers. Alumni can serve as resource people, project leaders, speakers and demonstration activity leaders. Specific resources in the areas of economics, jobs and careers, health, citizenship, nutrition, consumer education and leadership development can be offered. Alumni also can serve as much needed role models for youth. These 40 million Americans can offer many resources to aid 4-H in obtaining the goals outlined in 4-H In Century III.

While 4-H benefits from involved alumni, alumni also can profit from involvement with 4-H. Several areas can be recognized where the alumnus is offered opportunities to grow and expand while serving 4-H. Interacting with other alumni, they are able to renew old friendships from 4-H days and develop new relationships with people sharing similar interests. When an alumnus receives a 4-H or alumni newsletter, he can be updated on current happenings, as well as recall the pleasant memories of the past.

Investment in 4-H is a preventative measure. It costs 12.75 federal dollars[1] a year to enroll a child in 4-H, compared to $17,000 per year to house a juvenile criminal in a public institution.[2] An alumnus may receive great satisfaction investing in the future of a child as he works to develop the child's character and leadership capabilities. Additionally, an alumnus working in the 4-H structure can accomplish far more for society than an individual working on his own.

While instructing children, an alumnus' own interest in education and desire to expand himself will be awakened. Interacting with youth gives the alumnus an opportunity to experiment in new fields of activity and gain knowledge helpful to him intellectually and in his career.

Recognition from 4-H for present efforts and past accomplishments are encouraging and rewarding to an alumnus.

Viewing the positive benefits alumni can offer 4-H, as well as ways alumni can derive satisfaction from involvement in 4-H, should encourage 4-H leaders to begin the process of finding and organizing alumni.

Purpose:

The purpose of this project is to provide a model for identifying and organizing 4-H alumni and to utilize their strengths in promoting and expanding 4-H programs. Eight objectives have been established.

1. Obtain cooperation of the Extension Administration in Maryland, Virginia and Washington, D.C. to support and involve urban county staff.

2. Solicit the support and cooperation of the Washington, D.C. metropolitan Area 4-H Council.

3. Review the scope of activities currently being performed by 4-H alumni groups.

4. Review strategies utilized by other youth serving agencies in the D.C. area to identify and maintain alumni groups.

5. Develop a strategy for identifying 4-H alumni in the metropolitan counties.

6. Identify the responsibilities 4-H alumni groups could assume in their respective counties.

7. Develop a scheme for the initial involvement of 4-H alumni with current 4-H programs.

8. Develop guidelines for "Techniques and Strategies of Identifying and Involving 4-H Alumni" for national distribution.

Five of the eight listed objectives were successfully completed: (1, 3, 6, 7, 8). When work was begun on objective 4 (review the strategies utilized by other youth serving agencies), no other youth serving agencies with organized alumni groups were found. Therefore, it was impossible to complete objective 4. Additional difficulties which developed during the course of the internship complicated the completion of objectives 2 and 5.

The support and cooperation of the Metropolitan Area 4-H Council was initially gained at their September 1979 meeting. The Montgomery County, Maryland, Arlington, Virginia and District of Columbia agents volunteered to work on the development of this project. Unfortunately, some of their initial support was not continued. Due to changes in organization structure, the D.C. agent felt unable to work with this project and the Arlington County agent resigned during the course of the project. Work continued with the Montgomery County agent and through the Executive Council, with Arlington County. Due to unfortunate circumstances, attempts to organize a core group of alumni to locate other alumni was delayed until January, 1980. In January, attempts were made to form three Ad Hoc Alumni Organization Committees in Arlington, Fairfax and Montgomery Counties that would begin to locate and organize 4-H alumni. The outcome of these attempts will be discussed in the concluding remarks of this paper, page 68.

FINDING AND ORGANIZING ALUMNI

Alumni Organizer

As you, an Extension agent, begin the process of finding and organizing 4-H alumni, an immediate problem arises. Who will carry out and complete the process of finding 4-H alumni?

A committed core of people who understand 4-H and are interested in investing their time and efforts to start this procedure are the best prospects. Your most probable resources are alumni who have had a special experience with 4-H. The assumption is that they would be more likely to have seen the assets and experienced the benefits of 4-H and would be willing to expend their time and efforts.

The following are suggested as possible resource people that may be interested in organizing and facilitating this project:

Executive Council Members

In the event that your county has an organized County 4-H Executive Council, ask its members for recommendations of leadership prospects to organize this project. Some members may be interested in volunteering their time. Other members may offer viable suggestions for leadership.

Honored Alumni

State 4-H winners, county 4-H winners, 4-H alumni recipients, national winners and 4-H officers offer a potential pool of resources.

Retired 4-H Leaders

In the Extension office, lists of honored alumni and retired 4-H leaders may have been filed. Locate the addresses of these alumni and begin to write to those that are still living within the county. In the letter, ask the recipient if he would be interested in expanding 4-H through the involvement of alumni. Include one telephone number he can call if he is interested in this project.

Volunteer Leaders

Distribute letters to all volunteer leaders through the county Extension office. The format can be identical to the letter sent to retired leaders. Replies also may be received through the Extension office.

If you need further recommendations for leadership in formulating a core group of organizers, additional suggestions may be obtained in the sections of this report entitled, "Identifying Resources" and Publicity Methods."

Organizational Decisions

Once a core group has been established, a meeting date and time should be arranged to discuss organizational decisions. One consideration for discussion is the formation of an alumni organization with membership fees, which could offset the cost of finding and maintaining records of alumni. This structure would provide an avenue for alumni to re-involve themselves in 4-H with varying degrees of commitment.

In the event that the organizers decide to form an alumni organization, the group will need to clarify their goals. Based on these goals, it is necessary to determine whether a state or county organization can best accomplish them. Benefits can be derived from both organizational structures. It is not the intent of this report to persuade the alumni organizers which structure is best, only to state the advantages of each.

Advantages of County Organization

1. Advantages because of smaller geographic area:

   - easier to locate alumni
   - organizers are closer and more available to each other
   - prospective members need to expend less effort to involve themselves
   - success far more visible to the public

2. Advantages because of smaller population:

   - fewer people to contact and to maintain communication with
   - volunteer needs can be assessed and met

Advantages of State Organization

1. state organization provides a successful model
2. an established financial base can aid counties in organizing
3. central leadership is provided
4. funds can be distributed to 4-H throughout the state
5. greater stability in leadership due to less mobility in state
6. statewide promotion of 4-H is accomplished

Other factors that the organizers should discuss include:

Membership fees, expenditures, membership applications, publicity, information brochures and an alumni maintenance system. These tasks can be delegated to members of the organization, or additional outside help can be recruited from other sources. Possible resources are: a part-time worker, a student intern or summer work-study student.

The Tennessee 4-H Alumni Organization hired a part-time worker for 7-10 hours a week for one year, with funds from their membership dues. This worker was able to identify 1,200 alumni names and addresses and to send them membership information. Three to four hundred of these contacted alumni became members.

It is important at this time to consider the alumni organization's relationship with existing organized groups that promote and support 4-H. One such organized group is the Volunteer Executive Council, which is established in 30 states. The alumni organizers should plan to work with this council so unnecessary overlapping of work is eliminated. Communications between groups can be conducted through written and oral reports or through a representative of the council who is a member of both groups.

Model Alumni Association

In the course of her research efforts, the intern discovered a successful alumni group located in Tennessee. She offers the following model derived from this organization as well as additions from her own findings. The alumni organizers will want to adapt and alter this information as they see fit. Throughout the balance of this paper, the author will use the Tennessee 4-H Alumni, Inc. organization as a model to suggest ideas as well as share projects that have been successful for their associations.

Purpose:

The Tennessee 4-H Alumni, Inc. began in 1975 as a statewide organization. Its purpose is stated as: a non-profit organization that seeks ways and means to support and promote 4-H opportunities on a local, district and statewide basis. As a by-product, the alumni gain opportunities to make new acquaintances and renew friendships. Their motto is: "Continuing Service."

Membership:

Tennessee established three membership categories consisting of: life membership - $100, joint-life membership, husband and wife - $150 and annual membership - $10. Young 4-H'ers may become life members for $50 one year after their active 4-H status ends. Adult life memberships can be paid in five annual installments of $20. After each life member has paid the membership fee in full, he receives a gold foil certificate. Annual members receive a paper certificate. A sample membership application form follows.

Budget:

Annual memberships are shared as follows: 10% given to county alumni organizations and 90% kept for expenses. Life memberships are divided with 10% for county alumni organizations, 55% put in a savings account and 35% for expenses.

SAMPLE MEMBERSHIP APPLICATION

Name _____
(Last) (First) (Maiden/Middle)

Address _____
(Street) (City) (State) (Zip)

Phone: Residence _____ Phone: Business _____

Occupation _____ County of Active 4-H Years _____

Parents' Names (If living) _____

Address _____
(Street) (City) (State) (Zip)

Phone: Residence _____

4-H projects I participated and won in: _____
Two names and addresses of people who will always know where you live:
Name _____ Name _____

_____ _____
(Street) (City) (State) (Street) (City) (State)

_____ _____ _____ _____
(Zip) (Telephone) (Zip) (Telephone)

Make checks payable to: _____ Mail to: _____

☐ Lifetime Membership $ _____

☐ Joint Life Membership $ _____

☐ Annual Membership $ _____

Check Appropriate Box:
☐ Active
☐ Inactive

_____
Membership signed by above-named alumnus

Job Assignments: Three major components are identified in the organization's job assignments.

1. Research - collect, date and file research information, addresses and telephone numbers
   - collect newspaper clippings on deaths, marriages, engagements and other relevant data on alumni

2. Secretarial - contact alumni
   - receive and date mail
   - correspond with sender of mail
   - develop, print and send newsletters, membership information pamphlets and membership applications
   - organize the filing system

3. Financial - record and date income and expenditures
   - organize file for cancelled checks

Filing System

A practical and efficient filing system is necessary in maintaining current data on alumni. To organize this system, determine an accessible location for storage of records and files. Then establish central post office box and phone numbers. Lastly, develop at least three, possibly four, catalogue systems consisting of: a master file, biographical file, cancelled check file and occupational file.

1. Master File:

   This file consists of 3 x 5 index cards, including information on all found alumni; their current addresses, phone numbers and membership status. Systematize the cards by alphabetical order. When the need arises, use this file to formulate a mailing list.

2. Biographical File:

   To begin this file, alphabetize all membership cards received. Newspaper clippings that have been collected, and response information update surveys that the association sends out annually to members can be stored in this file.

3. Financial Files:

   This file contains all photostats, cancelled checks and any other financial records. Systematize the file alphabetically by alumni names and store the checks under the proper alumnus' name. This file will aid greatly to insure accurate, complete financial records.

4. Occupational Files:

   This file consists of alumni members, indexed by their occupations. Occupations should be categorized under headings that can serve as useful resources to the alumni association. For example: accountant, paper goods distributor, politician, etc.

In order to maintain an accurate and up-to-date system, all data should be accurately recorded and dated. Information changes should be made promptly in all files. As new addresses, phone numbers and other information changes are found, change the data on the master card system first, recording the date and source of the information. Then change the information on the other files. A system of codes can be established to represent: source of information changes, member, non-member, occupation, etc. These codes will reduce volunteer time and increase the efficiency of the system.

Indentifying Resources

After organizational decisions are completed and a maintenance system devised, the alumni organizers can proceed to locate alumni. To begin this process, identify all the previous research that has been compiled and collect any lists of alumni that have been formulated. Listed below are several resources that will be useful in locating alumni.

Survey

Surveys to locate alumni, distributed, collected and compiled in the past, may prove helpful in your present search. Contact the National 4-H Council, Extension Service, USDA and your state and county 4-H offices and request information on any surveys that were compiled in the past to collect information on alumni. For example: Mrs. Terry Flores sent a survey to 50 states, Puerto Rico, Guam, The Virgin Islands and the District of Columbia in 1975. From the last few questions on the returned survey alumni clubs that now exist, were identified by state, with some of the characteristics of those clubs. Fifty-three of 54 surveys sent out were returned; 66% (35 of 53) of the states stated they have alumni organizations. The most prevalent included IFYE 57% (20 of 35), Collegiate Clubs 54% (19 of 35), All Stars 20% (7 of 35), Conference Associates 20% (7 of 35) and Foundation Boards 8% (3 of 35). Many of these clubs also have mailing lists. To obtain information on what clubs exist in your county, as well as gain access to the mailing list, contact the State 4-H office or the County Extension office. Information about Collegiate Clubs can be obtained from the State Land-Grant University. After obtaining the current names and addresses of the alumni members, send them information on the alumni association and membership applications.

Another survey was completed in 1977 by the National 4-H Council to identify members of Congress and their staffs who are 4-H alumni. In this case, a list of alumni was established, but no contact was made with the identified alumni. Consequently, the information that was collected can now be used to contact the alumni. Additional surveys have been held at state fairs, businesses and shopping malls.

The School System

The school system is another established resource that can be used to reach many people without an extensive effort. One method of utilizing the school system is to distribute a flyer to the parents via students. The Superintendent's Office was contacted in three counties within the same state to determine the valid procedure for distribution. In this situation, the procedures were similar. The flyer that is to be distributed, should be mailed to the County Superintendent's Office for approval. When approved, you will be notified of the procedure for distribution within the school system. To determine the valid procedure in your county, call the County Superintendent's Office. Tips on developing flyers are included in Appendix A, page 36.

Another means to use the school system is through announcements placed in school publications. Two publications distributed in most counties are the PTA Newsletter and the School Community Newsletter. The PTA Newsletter is sent to parents of school age children and the School Community Newsletter is distributed to all homes and apartments within a school district. Together these publications reach a majority of the population. Information on who to contact regarding placing ads in either of these publications can be obtained at the County Superintendent's Office. Ideas for advertisements are included in the appendix.

4-H Gatherings

Any 4-H affair is an opportunity to recruit alumni. Meetings for parents of 4-H'ers, awards banquets, reunions and other social gatherings are occasions to ask alumni to identify themselves. At one point in the program, share with the audience the opportunities that are available for alumni to re-involve themselves in serving 4-H through the newly formed alumni organization. Pass out information cards and ask interested alumni to register their names, addresses, and phone numbers.

4-H Members

Present 4-H members are potential participants for the alumni association after their active 4-H years end. Contact these young people before they leave 4-H. Explain the opportunities available to them as alumni involved in the association. Then ask those who are interested to fill out information cards for your files. Ask for information that is normally included in your membership card and collect additional information on: the number of years the member participated as an active 4-H'er, the high school attended and college plans. Use this opportunity to educate 4-H members to the importance of keeping in contact with alumni association by sending in new addresses as they change residences.

Publicity Methods

1. Write a brief, informative announcement. Contact the publicity managers of shoppers guides, local businesses and local newspapers. Explain to the manager that you are in the process of locating 4-H alumni and would like to have their cooperation and support.

2. Develop flyers, brochures and posters. Place them on bulletin boards and in windows of grocery stores, in libraries, churches, launderettes, gas stations, restaurants, local shops, beauty shops, drug stores, banks, civic halls, rental offices and other places where people congregate.

3. Sponsor alumni registration in local banks, businesses and at 4-H and county fairs.

4. Ask the phone or gas company if they will include a post card in their monthly billings asking 4-H alumni to identify themselves. Other companies may be asked to place a one-sentence advertisement on their paychecks.

5. Develop a short slide presentation, flip chart, video tape or photographic display. Use it in a manned booth in a shopping center, at a ball game, in front of the theatre or at a County Fair. Within the presentation, explain what 4-H is presently doing, future aspirations for the program and opportunities that are available to alumni through involvement with the 4-H alumni association. At the conclusion of the presentation, pass out cards asking alumni to register their names, addresses and phone numbers.

6. Organize a volunteer speakers bureau to speak at meetings of various community groups such as civic clubs, school organizations, business associations and 4-H banquets. This bureau will raise the public's image of 4-H as well as increase the public's knowledge of opportunities available within 4-H. The formation and use of a speakers bureau in Tennessee has been very successful. Refer to Appendix B, page 60.

Mass Media

Before expending efforts in gaining publicity through media, consider the availability of this resource. In large urban areas such as Washington, D.C., it is almost impossible to receive television coverage or public radio time unless the news announcement affects a majority of the population. As a campaign to identify 4-H alumni does not meet this criteria it may be better strategy to expend your efforts pursuing other methods of publicity. However, if you are located in a less populated area where media are more accessible, these resources may be useful in gaining coverage and alerting the public to your campaign. If you choose to use media, develop a news release or public service announcement according to standard forms.

Direct Mailings

Direct mailings are another means to reach the public. Unfortunately, this method is often costly and unsuccessful. As a last resort, this method may be utilized by sending out double post cards to a carefully selected audience. Refer to Appendix A for an example.

Car Cards

Car cards can be placed on transportation vehicles such as buses and in subway cars. The company will usually donate the space to a non-profit organization, but often charge for the cost of labor to place the card.

Considerations

To determine publicity methods that will best reach the public you want to locate, analyze the county overall, the nature of the general population, the characteristics that are specific to 4-H alumni and the funds that are available. Evaluate the county in terms of: size and density of the population, labor force, industries, educational system, community

leaders, recreation activities and modes of transportation. This information can be obtained from the County Office Building or Courthouse in the form of brief industrial facts which are printed annually. Evaluate the community also in terms of the following statistics that reveal particular characteristics common to 4-H alumni. These statistics were collected from a study conducted during December 1-7, 1978 and January 19-31, 1979 for 4-H Clubs by the Gallup Poll. Personal interviews were conducted with a national sample of 3,075 adults, eighteen years of age and older.

One of 10 (10%) adults reported participating in 4-H; 2% reported participating as an adult leader and 1% reported participating both as a member and as an adult leader. Those adults under age 50 were more likely to participate in 4-H (12%) than those over 50 (6%). Those living in communities with less than 2,500 people were slightly more likely to participate (17%) than those of larger communities. Households with 4 or more members (12%) were more likely to participate than those of single member households (4%). Females were slightly more likely to participate than males (10 females to 8 males).

When analysis was done by regions, it revealed that people from the South (14%), then West (11%), then East (6%) were in decreasing order likely to participate.

Those alumni with a high school or college education were more likely to participate than those with only a grade school education.

Occupationally speaking, individuals involved in farming (54%) were more likely to have been a 4-H member than those in another profession or business.

Before starting your publicity campaign, determine the funds that are available and the amount of money you want to invest in this project.

Membership Drive

A method of utilizing publicity techniques is to establish one week of the year as an official drive to locate alumni. To determine a suitable week, consider holidays, major community events, school openings and closings and popular vacation periods. Then implement the publicity methods that will best reach 4-H alumni in your county, based on your research findings in the community. Further tips on using publicity successfully are included in Appendix A.

Maintaining Contact With Alumni

Because of the immense mobility of our population, careful attention must be applied to maintaining contact with alumni. Several preventative measures can be applied to avoid losing the current addresses of alumni.

1. Inform the Extension staff, alumni members and alumni volunteers of the importance of immediately reporting new addresses.

2. Promptly record information on the date, the source of address changes and the new addresses in all files. Also record the date mail was received from alumni and when correspondence was made with the sender.

3. Use frequent mailings to maintain a personal contact with alumni. Send newsletters, invitations and acknowledgements for contributions of money, time and new addresses. Refer to Appendix A for examples.

4. Avoid sending mail to business addresses, temporary addresses such as summer cottages or army and field post office boxes.

5. Establish several annual routines to maintain contact with alumni. Once a year send survey cards to all alumni, requesting information on address and occupation changes. Make the surveys brief, simple and easy to return. Each year send a letter to all alumni requesting them to recall two people they remember from their 4-H years.

   Additionally, use one newsletter a year to list the names and addresses of lost alumni, asking readers for updated addresses. Lastly, consider establishing an annual membership drive. This has been successful in Tennessee. The alumni organization is growing in size as alumni annually support, promote and recruit new members for their organiation. To increase their motivation, all alumni that recruited an outstanding number of new members were rewarded with a trip to National 4-H Congress.

6. If notification is received on the death of an alumnus, send a routine form to the vital statistics office in the town or city where he or she last lived. Remove the person's name from the active file and retain the information received on surviving family and relatives for development use.

Identifying New Addresses

Even after applying careful maintenance procedures, an alumnus' address may become invalid. The following information will aid in identifying current addresses as well as verifying doubtful address information. Occasionally you will have an alumnus' address, but are not sure that it is valid. Send an information post card to that address via 3rd class bulk mail. On the front of the post card write "address correction requested" or return postage guaranteed." If the card returns with a new address, readdress the card an send it again 3rd class bulk mail. On the other hand, if the card returns with no new address send it to that same address by 1st class mail. This step allows for Post Office errors. Postal information and regulations governing the respective classes of mail can be obtained from your local Post Office.

Statistics report that the above procedure locates or verifies two out of three lost alumni's addresses.

If this fails, however, and the alumnus was known to have lived in a certain city within the past 12-15 years, a telephone call may verify his former location or provide a new address. Call the phone number where the person was last recorded to have lived. If the phone has changed, the telephone operator will supply the new phone number and address as long as the individual has moved within the same state. Whenever possible, it is helpful to keep an assortment of telephone and city directories available, or use local libraries, which often stock out-of-state phone directories.

Sometimes, a valid parent's address or other reference's address is available for a lost alumnus. Send the parents or reference a post card or letter asking them to supply you with the alumnus' current address.

In the event that references are not available, inspect professional registers such as Who's Who, Retirement Association printouts and Deceased Memorial Service reports. If the alumnus last lived in a community where the population was less than 10,000 the postmaster or town clerk may supply a current address. Finally, if the alumnus' former work address is available, send an information card to his former employment office and ask them to forward the card to the employee's new office address. Samples are included in Appendix A, pages 38, 39.

Contacting Alumni

At the onset of the search for alumni, a contact person should be identified. All 4-H agents and secretaries at the County Extension Office should be made aware of who this contact person is and how to reach him.

As alumni's names and addresses are identified, prompt follow-up is necessary. Send each alumnus a post card, flyer or 8 x 11 inch form letter that contains information on the alumni association and membership forms.

Once a date has been set for a preliminary alumni organization meeting, invite all alumni to attend. Ask them to register their intent to participate by phoning or returning a commitment card.

Consider the Computer

A time may come in the life of your alumni organization when volunteer workers find it impossible to maintain current addresses and mailings due to large increase in the number of members. At this point, the officers of the organization may examine the possibility of renting computer time.

In the event that your county or state already has access to a computer, the data may be transferred directly onto the computer. On the other hand, if a computer program has to be devised, evaluate these facts: need, initial cost, availability of computer time, maintenance cost, the advantages and alternatives to the computer processing's potential increase in efficiency. If limited funds are available, the organization may begin to use a computer only to store and print mailing labels. This would be less expensive than storing all the data, but would serve to decrease volunteer hours.

Moving Alumni Into Volunteer Roles

As previously discussed, alumni can be used to expand 4-H in many and varied ways. Some alumni will work directly with youth in 4-H programs. Others will work in the planning and organizational phases of programs and still other alumni will be involved within the alumni association. Due to the great diversity of volunteer job possibilities, all of the following steps may not be carried out directly by the alumni association. For example, if a person is recruited to lead a 4-H project group, this individual no longer will be working directly with the alumni association. Training, supervision and

evaluation become the task of the 4-H agent rather than the association. Those involved in placing alumni into volunteer roles will need to decide who is responsible for each step of the volunteer's development. Thus, the following information has been designed to be flexible and adaptable according to the needs of volunteers and the jobs they will hold.

Steps in Moving Alumni into Volunteer Roles

I. Recognize and evaluate the needs of the organization

II. Understand why people volunteer

III. Design position descriptions and tasks for volunteers in accordance with the purposes, needs and goals of the program-model

IV. Select potential volunteers for identified positions

V. Recruit

VI. Interview and place in position

VII. Train

VIII. Retain the volunteer

A. Supervision
B. Evaluation
C. Recognition

IX. Specify how alumni can serve

STEP I. Recognize and Evaluate Organization Needs

The first step in developing an alumni volunteer program is the recognition of unmet needs within the alumni association and 4-H programs. Certain criteria should be applied to determine the appropriateness of using volunteers to meet these needs. The following questions should be answered affirmatively before recuriting volunteers:

1. Does the task have genuine significance?
2. Will it promote better service?
3. Will it relieve staff of non-professional duties?
4. Will it supplement staff jobs but not replace them?
5. Will it demand work that is appropriate for volunteers to perform?
6. Will it yield satisfaction to the volunteer workers?

STEP II. Understand Why People Volunteer

The next important element is understanding what motivates individuals to volunteer. Once the motivations are known, then the recruitment, placement, training, on-the-job support and recognition can all be geared to build on and support the motivational forces and consequently a more effective volunteer program should result.[4]

Four areas can be identified that affect an individual's motivation to volunteer:

A. Does the Job meet needs in the volunteer's life?

Volunteers have stated hundreds of needs that have been met through donation of their time and efforts, but for the purposes of this paper, these needs can be summarized into three categories:

1. Personal Needs:
   - recognition and achievement
   - acceptance
   - association with the people within the organization
   - power

2. Humanitarian Needs:
   - the desire to fulfill citizenship roles

3. Accomplishment Needs:
   - opportunity to experiment in new fields of activity
   - growth of knowledge and applications that are valuable vocationally and intellectually.

B. Does the volunteer perceive that benefits exceed the cost?

Perceived costs vary with individuals but generally consist of: money expended, time involved, efforts expended and whether the volunteer can still maintain his primary responsibilities, such as providing for the needs of his family.

C. Does the volunteer perceive he is important and needed for the job?

It is important that a potential recruit understand why an individual with his unique background and abilities is needed by the organization and the special contributions he can make. Knowing that he is important and can uniquely contribute, encourages volunteering, and provides special motivation and dedication for the volunteer during his service.

D. Does the actual task suit the individual needs of the volunteer?

1. Is the job interesting and challenging to the individual?
2. Will the volunteer consider the job fulfilling and worthwhile?
3. Is the volunteer involved in decisions concerning his position?
4. Does the volunteer have options in his job?

In summary, to motivate people to volunteer it is necessary to consider them as individuals. They must be asked to perform jobs that will meet their needs, satisfy their desires, are within their performance capabilities and still allow them to fulfill their personal commitments.

The following model developed by James E. Havens, while a national 4-H intern, offers one approach to individualizing the recruitment, placement and training of volunteers. A few revisions have been made in this model to better suit the subject matter of moving alumni into volunteer positions.

STEP III. Design Model of Volunteer Job Description and Training

The Model consists of five components. There are several steps necessary in the application of each component.

The Components are:

1. Volunteer Job Categories
2. Position Descriptions
3. Job Descriptions
4. Tasks
5. Filing System[5]

A description of each component follows:

1. Volunteer Job Categories

Volunteers serve 4-H in six major categories of service. The grouping of volunteer's jobs into broad categories is helpful to management in several ways. First, the categories give an indication of the overall scope of involvement or potential involvement of volunteers in the organization. Second, the category titles suggest broad areas of training needs of the volunteers in each category. Third, the categories provide workable units for systematically filing and retrieving information on each volunteer job.

The six categories are titled and numbered one through six. The order of the categories has no relationship to their usefulness or importance to 4-H. You will note, however, that the first categories contain jobs with more direct relationships to 4-H members and therefore, probably will contain more jobs than the higher numbered categories. The six categories are:

Category One: Programs to 4-H Members

Volunteers who provide programs directly to 4-H members on a one-to-one or small-group basis are listed here. These volunteers usually give leadership to 4-H clubs or groups.

Example of category one jobs are:

Club Organizational Leader
Photography Project Leader
Camp Craft Instructor
Natural Resources Instructor
(one or two lesson instructor)
Ambassador Advisor
Demonstration Activity Leader
Clothing Project Leader

Category Two: Service to Other Volunteers

Volunteers who work directly in the areas of recruitment, placement, training and servicing of other volunteers are in this category.

Examples of category two jobs are:

- Service Leader
  - (Volunteer Recruiter)
  - (Volunteer Trainer)
- Block Committee Member
- 4-H Community Leader
- Garden Program Leader
- Beef Program Leader
- Parent Committee
- Agency Representative

Category Three: Indirect Services

Many volunteers provide indirect services to 4-H. Category Three volunteers may have some, little or no involvement in providing educational programs directly to 4-H members or other 4-H volunteers. These volunteers often work behind the scenes, typing, cleaning, providing equipment, writing, etc.

Examples of category three jobs are:

- Camp Cook
- 4-H Newsletter Editor
- Communication Coordinator
- Grant Proposal Writer
- Transportation Coordinator
- Donors/Sponsors
- Fair Clerk

Category Four: Advocate

Some volunteers are needed to speak out, to seek public support or solicit funds for the support of 4-H programs. These volunteers are listed in Category Four. The general public, agency or organization officials may be their specific audience.

Examples of category four jobs are:

- Fund Raiser
- Speaker
- Promoter
- Foundation Trustee

Category Five: Administration

Volunteers who provide administrative services to program areas other than local 4-H clubs and groups, are listed in Category Five. These volunteers may or may not work directly with other volunteers and 4-H members.

Examples of category five jobs are:

- Demonstration Day Coordinator
- Exchange Tour Director
- Citizenship Tour Manager
- Camp Director
- Fair Superintendent
- Treasurer

Category Six: Policy

Volunteers serve on area, county, district and state-wide policy advising group. List such volunteers in Category Six.

Examples of category six jobs are:

- County 4-H Council Member
- Program Review Committee Member
- County Fair Board Member
- State 4-H Advisory Member
- State 4-H Fair Trustee

2. Position Descriptions

Position descriptions are developed for each job performed by volunteers. The position descriptions contain general details about the job. Both Extension staff and volunteers should be involved in the development of these general position descriptions. Position descriptions are most useful in projecting the need for volunteers, recruitment and determining areas of general training for volunteers.

Identifying Volunteer 4-H Position Titles

Each job performed by volunteers should be identified by title. The titles should imply, as much as possible, what the volunteer will do. General titles which cover many jobs should not be used.

Examples of useful position titles: photography project leader, garden project advisor, community fund raiser, demonstration judge, county camp manager, volunteer staff recruiter, volunteer staff trainer, district advisory council member, etc.

Examples of titles too general to be used without a descriptive adjective are: advisor, leader, project leader, activity leader, judge, manager, etc. These titles do not tell what type of advising, leading, judging or managing is expected of the volunteer.

The traditional use of the words "4-H leader" or "4-H advisor" may not be appropriate in some titles for volunteers in 4-H. A 4-H camp cook is not a "leader" or advisor," and a "trustee" is a "trustee," not a "leader" or "advisor." The decision not to tack the term "leader" or "advisor" onto all 4-H volunteer titles may often provide the opportunity to produce clearer, more descriptive titles.

Developing Position Descriptions

After position titles are identified, well-thought-out, clearly stated, position descriptions should be developed for each job performed by volunteers. In addition, written position descriptions should be prepared for jobs considered desirable but not yet in use. The number of jobs in any county or state could be as few as forty or fifty to as many as several hundred.

(It is important in developing position descriptions to center your focus on what needs to be accomplished presently, rather than retaining habits and rituals from the past. Each year evaluate the jobs and tasks to determine if they are still relevant and necessary.)[6] Those descriptions needing revisions should receive immediate attention. In addition to the yearly review, a position description should be rewritten any time during the year when a change necessary to the success of the job is indicated. Position descriptions no longer in use may be placed in an "inactive" file for possible reference later on.

Minimum information contained in the position description should be:

A. category
B. position title
C. general description
D. general duties
E. competencies needed
F. relationships
G. other

(A. & B.) The development and use of category and position titles has been explained on pages 17 thru 23.

(C.) The general description is a concise statement(s) which communicates the general intent of the job. The general description may be written as a paragraph or as short descriptive phrases.

(D.) General duties should contain a rather complete listing of just what the volunteer will be doing in the job. Details such as time and place, when and where, or how the job is to be performed are too specific to be useful in the position description.

(E.) Competencies required indicate the general attitudes, skills and knowledge that are needed to satisfactorily perform the tasks required in the job. If possible, the level or degree of skill or knowledge required should be given.

(F.) Relationships are an indication of who the volunteer will be working with and if appropriate, who the volunteer is responsible to.

(G.) The sixth part of the position description is an open-ended item. Time, equipment and other items required may be listed here. If necessary, items like how extraordinary expenses for the volunteer will be handled could be indicated here.

Examples of complete position descriptions which have been developed along a format suggested in this model are found in Appendix B, pages 51-57.

3. Developing Job Descriptions

In 4-H there is a need to adapt volunteer jobs to meet the uniqueness of individual volunteers and their local situations. It is this ability to adjust a job to fit different people that is one of the great strengths of 4-H. The description which results from this adapting is called job description. The use of job descriptions recognizes that not all foods project leaders carry on the same type program or in the same manner as other foods project leaders. The development of job descriptions for each volunteer recognizes this vital fact and allows it to happen in a manageable manner.

Job descriptions are used to describe precisely what each volunteer agrees to do. The duties which have been identified for each job become the starting place for developing each job description. The process for the development of the job description is not complicated or time-consuming. The development of the job description should be carried out jointly by the volunteer for whom the description is being made and a volunteer coordinator at the time of the placement session.

Other people may be involved if their knowledge of the job would be valuable in developing a more useful job description. The relevant position description, the job description form and tasks identified for the job (if they are available, see pages 51-54), are used at the development meeting. The process is as follows:

1. Agree on a job title. This may be the same as the position title or it may be more specific, e.g., the position title is "4-H Club Leader." The job title may need to be more specific such as, "Green Thumbs 4-H Club Leader."

2. Examine each general duty and if available, the tasks suggested for the "4-H Club Leader." For each task ask this question, "Does this duty or task need to be included in your job?" If everyone agrees the answer is yes, add the task to the job description.

3. Determine if relationships exist that need to be spelled out, e.g., the beef project leader may need to clear all beef group meetings and events with the general 4-H club leader.

4. Decide upon measurable end results.

   Measure goals against: 1. progress toward accomplishment of goals
   2. success as it relates to tasks assigned

5. Define resources. Resources are a part of the training and should be planned for at this point. Resources can include: films, filmstrips, slides, one-page fact sheets on people resources.

6. Determine evaluation and termination dates.

7. Specify any other relevant information under "other."

8. Provide a copy of the completed job description for the volunteer and one for the organization.

   Some volunteers may find a calendar of events to be a useful part of the description. This calendar can be added to the back of the job description.

4. Identifying Tasks

Task analysis is a way of determining in detail, just what it is a worker does. This is accomplished by identifying the various duties or "tasks" necessary for the volunteer to perform to complete the requirements of the job.

Methods used to gather, analyze and record all relevant tasks may vary from situation to situation. Some suggested approaches are:

a. Where volunteers are performing their jobs:

   - Observe the volunteer at work and describe what is being done.
   - Ask the volunteer to describe what they do. This description could be given orally, written or through a demonstration.
   - Determine from an administrative standpoint, additional tasks which should/could be done to improve job.

b. When jobs are not now being performed but are needed:

- Ask volunteers or paid workers doing similar type jobs what they would do to accomplish the new job.
- Determine from an administrative standpoint what tasks are necessary for the job to be done.

Information gathered in each job analysis effort should be put into writing. Through interviews with the volunteers and appropriate administrative personnel, the task statements should be finalized.

The model calls for information on each task to be recorded on a separate "volunteer 4-H task card." The task sheet is filed in the task bank. Information required on a task sheet is:

a. Position title and file number
b. Task statement (one per sheet)
c. Competencies needed to carry out the task

If 20 tasks are required to describe what's necessary to be done on a job, then 20 separate task sheets should be prepared for that job.

Task statements are the "do" statements about the job. Brief, concise, clear statements characterize the task. Each statement should start with a capitalized action verb. Example: TRAIN 4-H club officers in parliamentary procedure.

Examples of a few useful action verbs:

advise	evaluate	operate	recommend
appraise	formulate	provide	represent
assign	guide	prepare	recognize
assist	interpret	promote	schedule
consult	implement	participate	supervise
counsel	lead	refer	train
direct	listen	review	visit
develop	maintain	recruit	write
explain	organize		

Some jobs may consist of as few as two or three tasks. Other jobs may have as many as 15 or more tasks. In identifying a task for a particular job, include every relevant task even though that task may not be a part of that job on every occasion. In other words, the details of a job may vary from situation to situation. When all possible tasks of a job have been identified and are available for consideration, the probability of including all the relevant tasks for each volunteer in their job description is enhanced.

Task should not be thought of as being on a "time" and "place" level. Every action taken by a volunteer should not be listed as a task. The list of action verbs gives an indication of the level of action to be indicated by the task statement.

Competencies needed are a listing of the skills, knowledge and attitudes needed by the volunteer to perform the task. In determining competencies needed, consider those that are essential. Desirable competencies may also be included.

There will be times when some of the competencies necessary for one task will also be necessary for other tasks. Although unnecessary repetition should be avoided, some may be essential. The same task and competency may be listed under several different jobs. Each task sheet must be complete in relation to its task statements and competencies needed. The key to determining relevant competencies for each task is a study of the behavior required in the task statement. "What must be known" or "what attitudes must be held" are the basis for discovering necessary competencies.

Judgement of course, must be exercised in listing necessary competencies, especially in relation to attitudes. Having empathy, liking young people, caring about young people are attitudes necessary for a large number of tasks. However, their listing on every task would be unnecessary and often undesirable.

An example of a task which many volunteers might perform is:

Task: ENROLL members in the 4-H project(s) of their choice.

Competencies Needed:

a. Know what enrollment materials are needed and where to get them.
b. Ability to explain the learning opportunities in projects to members.
c. Know how to explain the enrollment process to members.
d. Be able to check enrollment form and cards for correct information.
e. Know where to turn in completed enrollment forms.

5. Filing Systems

A useful filing system must be practical, efficient to use and compatible with existing file space. The suggested filing system meets these criteria.

Each position and the position's related job description are assigned a five-digit file number; e.g., the position "4-H Club Leader" and the job "Green Thumb 4-H Club" are the same five-digit number. The five-digit number represents first the category in which the position/job is found, and second the position/job number. The first two digits indicate the category. The third through fifth digits represent the position/job number; e.g., the fifth job in category three would have the file number 03 005.

The file numbers are recorded down the upper right-hand side of the position and job description form. This allows the paper to be filed horizontally in the file. In this position the file number and position/job titles are readily visible when thumbing through the file. See the Appendix for an example.

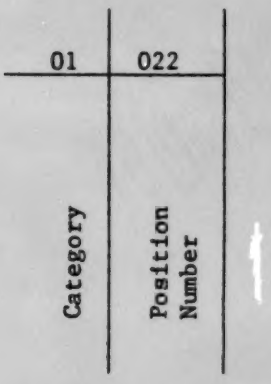
Separate file dividers are suggested for each category of positions, jobs and tasks. An inactive file may also be useful. An index for each category will be needed.

When assigning position and job file numbers, it will be easier to assign numbers in the order the positions and jobs are developed rather than try to predetermine all position titles and arrange the position in an alphabetical order. If large numbers of position titles are used in any one category, a cross index, arranged alphabetically, can be set up.

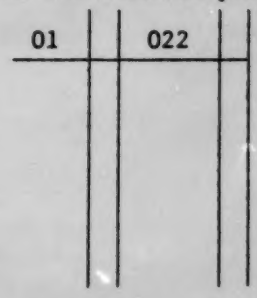
When "tasks and their competencies" are developed for a job, each task should be assigned a file number. A seven-digit number is used for tasks. The first five-digits are the same as those used for their specific job. Use the sixth and seventh digits to assign numbers as the tasks are identified, e.g., a task for the 4-H club leader could be to "Train 4-H club officers in parliamentary procedure." If this is the fourth task identified for the 4-H club leader, the task number would become 04.

Three examples of assigning file numbers follow.

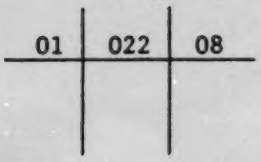
The position is "4-H Garden Project Leader" and is the 22nd position to be identified and developed in category number one. The file number would be:



The 4-H Garden Project Leader is Pete Brown. His job description is assigned the same number as its related position. This would be:



If fourteen tasks were identified for the 4-H Garden Project Leader, each task would be assigned the same five digit number as the 4-H Garden Project Leader plus two additional numbers to identify each task. Task number 8 would have the following task number:



A suggested tab set-up for the filing system is given in the appendix. Each major section of the file tabs may be color coded, e.g., index white, position description yellow, job description green, etc.

A suggested index form is in Appendix B. page 53.

Adapting the Model

This model is flexible in its application. All the components may or may not be necessary under different situations. An organization may start with a limited application of the model's components. However, if the basic format of the model is followed, additional components may be added when the need is demonstrated.

Some criteria for determining the usefulness of each component in various management situations are given below.

Categories and position descriptions are the minimum component suggested for any organization. The use of just these two components is suggested only when:

- The number of volunteers is small and they are well known by management.
- Volunteer turnover is low and does not create confusion and such turnover does not disrupt the organization's purpose or operation.
- Volunteers are recruited for specific jobs and the job is not expected to be adapted to the individual or situation.
- Adequate training of volunteers is not a problem.
- Anticipated growth in the use of volunteers is not expected or sought.

Job descriptions, tasks and training schedules are most useful to an organization with the following characteristics:

- Large number of volunteers.
- Often quick turnover of volunteers.
- Volunteers not well known by Management.
- Volunteers seldom seen or not closely supervised by Management.
- Similar volunteer jobs vary from situation to situation and often from volunteer to volunteer.
- Volunteers serve in important management positions, often being responsible for jobs performed by other volunteers.
- Relationships of volunteers to volunteers and volunteers to Management need to be clarified and communicated to others.
- Organization is growing in:

  . membership
  . volunteers
  . variety of programs

- Group training approaches are not or cannot meet the specific training needs of each volunteer.
- Organization believes it has a direct responsibility to see that each volunteer understands the specific details of his job and needs relevant, attainable training opportunities to gain skills, knowledge and attitudes necessary to function effectively, efficiently and with satisfaction.

Involving Volunteers in Developing the Model

Approximately 100 4-H volunteers and paid staff attending five of the 1975 summer citizenship short course sessions at the National 4-H Center were involved as informal groups in a fast-moving workshop where they reacted to the concept and the practical application of the model.

The majority of the participants quickly grasped the concept of developing position titles, position descriptions and tasks. (Approximately 10 percent did not actively participate). They demonstrated that volunteers can and will participate in such an activity. An informal survey of volunteers indicated strong interest in identifying positions, developing descriptions and tasks and providing training based on identified competencies needed.

When all of these elements have been planned, the volunteer program can proceed to the operations stage.

STEP IV. Select Potential Volunteers for Identified Positions

This model is a general example which can be applied specifically to the alumni association. In the case of the alumni association, the individuals who are considered potential volunteers consist of already-identified alumni. Review the alumni biographical and occupation files (refer to page 8) and select individuals who appear most likely to have the potential to fill each position description.

STEP V. Recruit

Now that potential volunteers have been identified from the alumni files, it is necessary to recruit these individuals and offer them the opportunity to volunteer their time and resources.

What Is Recruiting?

Recruiting essentially aims at interesting individuals in a volunteer program to the extent that these individuals are willing to aid the program in some capacity. Individuals must be aware of program needs, understand and value them and see a place in the program for themselves, if they are to volunteer and serve.[8]

Who Will Recruit?

How persons are approached and asked to volunteer is often key in obtaining their aid. Recruiters, therefore, should be carefully chosen based on the

following qualifications:

1. Personal character traits:

   - possess personal motivation, enthusiasm and determination
   - appear positive and friendly

2. Knowledge:

   - about the positions available for volunteers
   - about the history, function, purposes, policies, programs, administrative procedures and services of 4-H and the alumni association

3. Relating to others:

   - be open and honest about the necessary job requirements
   - possess the ability to help potential volunteers perceive the importance of their resources for 4-H

Often the best person to recruit prospective volunteers is a strongly motivated volunteer.

When to Recruit

Recruit only when the organization needs volunteers and can immediately place them in jobs. When you actively recruit help and then delay in using it, you risk creating two undesirable impressions--one, that your organization is inefficient and two, that you do not appreciate the person's willingness and ability to serve. Moreover, when a person volunteers he is almost always highly motivated. Retaining that motivation, capitalizing on it and channeling it into your organization's work is very important. Undue delay decreases and may even completely evaporate what was once strong motivation.[9]

Recruitment when jobs are available is a continuous process, although certain times of the year are better than others. Overall, recruit volunteers at the beginning of seasons. Recruit in September for Fall work, January for Spring work, and May and June for Summer help. At these time periods it is easier for volunteers to estimate their schedules, activities and work commitments, and evaluate the time they have available for volunteer work. It is equally desirable not to recruit volunteers during non-routine times, such as vacation periods and holiday seasons. People can not accurately estimate their schedules and thus can not make commitments to volunteer.

Effectively Offering The Opportunity

Besides knowing that they are needed as individuals, volunteers need to perceive that the opportunity they are being offered is interesting and worthwhile. Listed below are several effective techniques that the recruiter may use to offer an opportunity and briefly explain about the job:

1. Call the potential volunteer and set a date to meet him/her at a mutually convenient time.
2. Send a hand-written note asking the potential volunteer to attend a meeting of prospective volunteers.
3. Have someone the prospective volunteer knows approach him personally on a one-to-one basis.
4. Seize the right moment, such as a chat at the market, or after a community meeting, when a person expresses an interest.
5. Involve the potential recruit in an activity without committing him to it.
6. Follow up with the individual. Call, visit or write a week later to see how the person feels about the job opportunity.
7. After offering a job to a potential volunteer, allow him to immediately sign up.
8. Use an interesting, clearly written piece of literature about the work to entice a volunteer.

STEP VI. Interview and Place in Position

After individuals who are interested in volunteering have been identified, determine the most suitable placement for each volunteer. This can best be accomplished through an interview conducted by a volunteer gifted in interviewing. The interview process relates the volunteer's interests, needs and motivations to a suitable work situation, thus insuring a greater chance for success and retention of the volunteer. It also is an opportunity for the volunteer to face the challenges of the job and make a commitment to service. The interviewer should strive to discover the volunteer's needs, goals, interests, hobbies, talents, skills, abilities, personality and his ability to use these characteristics. Questions that are brief, relevant and open-ended serve to prompt discussion and provide this information. The following are examples:

1. What do you hope to gain from this experience?
2. What type of activities do you enjoy most and why?
3. Describe what you dislike in a job?

After evaluating this information offer the potential volunteer one or more jobs using the already-formulated position descriptions. Then, together write a personal job description following the information in the model and the sample in Appendix B, page 52. Review the tasks the volunteer necessarily performs to complete the job and determine the training that is necessary (refer to next section on Training). Schedule dates for the end of the probation period, an evaluation session, a termination date and dates for training sessions. Have each volunteer fill out a volunteer placement form before leaving the interview. This form records job assignments, personal data, special skills, hobbies, record of training received, performance and recognition received. A sample volunteer information form is in Appendix B, page 53.

As soon as possible, move the volunteer into training and service in his job. If the volunteer is unsure of his ability or desires to try a job, allow the volunteer to try it for one week under supervision and then make a definite commitment to the job or its rejection.

After placing individuals into jobs, begin two files -- one for active volunteers and the second for non-active volunteers. In the active file include: the volunteer placement form, a copy of the job description and evaluation forms, catalogued alphabetically under each volunteer's name. Be sure to keep the

information on training, recognition and performance current. After the volunteer's job is completed, unless he is reassigned a new job, move his file to the inactive volunteer file.

STEP VII. Train

The most productive training is that which equips the volunteer to function most effectively on his job. To provide such a program, trainers must know the tasks to be performed by the volunteer, the competencies needed to perform each task and be able to ascertain the degree of these competencies which the volunteer brings to the job. Considerable variation often will be found in the competencies volunteers bring to similar jobs. Therefore, differences should be expected in the training needs and thus the training programs of each volunteer. Individualized training is an effective approach to providing volunteers with learning experiences they need.

Developing Training Programs for Individual Volunteers

Individualized training is best described as "tailor-made" for each volunteer. This "tailor-made" training program may include formal and informal group training experiences, individual training, readings, observations, visitations or any other experience which can increase the individual's competency. The planned experience must also be relevant and accessible to the volunteer in terms of time, location and other social and cultural considerations.

Individualized training programs should be determined at the time the job description is developed. Suggested steps in the development of each volunteer's training program and schedule are:

1. Review with the individual, pertinent facts about the 4-H organization and the alumni association. Information should include:
   - The function, purpose and history of 4-H
   - Programs and services offered
   - Agency operations and policies
   - Rules and regulations pertinent to the volunteer
   - An interpretation of the organizational structure and the volunteer's role within the structure.[10]
2. Review each task on the volunteer's job description and the competencies needed to perform the task.
3. Determine which tasks the volunteer can perform. These do not need to be considered in the training program.
4. Tasks for which additional training is required need to be assigned priorities according to when the volunteer will perform the tasks.[11]
5. Determine the type of training needed. Set a date, time and place for training according to priorities. Identify person(s) giving training.
6. Make a copy of the training program for the volunteer and trainer.
7. Record the dates of completed training items on the volunteer's placement forms.

8. Utilize refresher courses in the training program. These courses enable volunteers to keep abreast of new methods and offer a review of agencies' rules and regulations.

9. Develop an alumni newsletter. Ideas can be exchanged, current news recorded and recognition can be given to volunteers.

10. Follow up the training schedule to see that it is maintained and still useful. Occasionally, certain aspects will need clarification or adaptation to better suit the volunteer. Additional training opportunities and needs may arise which should be added to the original training program.[12]

STEP VIII. Retain the Volunteer

Supervision

The supervisors job is to help the volunteer perform and complete his task with greater skill and accuracy, while at the same time striving to maintain the volunteer's original enthusiasm and motivation. Therefore, the quality of the volunteer's work, to a large extent, is related to and dependent upon the quality of the supervision he receives. Lack of, or poor supervision, may cause a good volunteer to resign early, whereas good supervision can improve mediocre volunteers.

Characteristics of a Good Supervisor

1. Appreciates the volunteer
2. Keeps the volunteer acquainted with important developments in his job
3. Observes from afar; doesn't hover
4. Is available for questions or discussion about problems
5. Encourages suggestions and when feasible puts them into effect
6. Varies supervision to meet individual needs
7. Supplies new resources and professional reading material
8. Determines whether duties need to be modified or changed
9. Builds confidence by appreciating strengths, while realistically assessing weaknesses
10. Helps volunteer to become effective in bringing about change
11. Realizes when a volunteer would like more responsibility but at the same time sees that delegated tasks do not overburden the volunteer.

Evaluation

Darcie Byrn in the handbook, Evaluation in Extension, has defined volunteer evaluation as the process of analyzing the volunteer's performance and results.[13] It is an opportunity for the supervisor to evaluate the volunteer role within the program as well as a chance for the volunteer to personally assess himself, his training and his job. The information gleaned from the evaluation can be used by the supervisor to:

1. Judge the volunteer's potential for new ideas
2. Evaluate the training process

3. Acquaint the volunteer with his own progress and deficiencies
4. Determine the degree to which the volunteer and the organization are accomplishing their objectives.

The evaluation period also provides an opportunity for the volunteer to ask questions and express his fears or reservations about his own abilities and place within the program.

To insure that evaluation takes place and to increase the organization's efficiency, both the supervisor and the volunteer should fill out evaluation forms at regularly scheduled intervals.

The supervisor's evaluation form consists of evaluating the volunteer's strengths, weaknesses, attitudes, potential and need for further training or reassignment.

The volunteer's evaluation form records the volunteer's responsibilities, training, hours contributed, problems and satisfaction or dissatisfaction with the job. Sample evaluation forms are included in Appendix B, pages 56 and 57.

Recognizing Alumni

The volunteer offers his services, time and talents because of certain desires, needs and motivations. If these are not met, the volunteer will be unhappy and quickly leave the position. Therefore, it is important to reward people with what is significant to them. All those who work with volunteers should aim at identifying the motives of each volunteer and strive to fulfill them. Recognition should be a habit and be given sincerely and generously, both privately and publicly. It should reinforce the individual's self-worth and his worth to 4-H. Listed below are methods to recognize and encourage 4-H volunteers:

- Allow and ask for volunteer's opinions and suggestions and when feasible put the suggestions into effect
- If there is an undesirable task, spread it around so that no one volunteer is stuck permanently
- Allow volunteers to change positions when their interests or needs change
- Give public recognition
- Hold an annual special awards ceremony
- Include volunteers in 4-H News stories, 4-H magazines and bulletin board displays
- Record hours of volunteer service and ask the personnel department of the volunteer's company to give an employee citation
- Recognize special or extraordinary contributions
- Promote the volunteer to a more complex assignment
- Give paid trips to conventions and conferences
- Distribute scrolls, plaques, medals, cups, pins, key chains, bracelets, watches, rings and service ribbons
- Hold recognition dinners with the volunteer's spouse invited
- Send a letter or post card of appreciation
- Verbally praise and say, "Thank you"

- Introduce alumni at 4-H affairs. Award prizes to the oldest alumnus and former state and national winners.

STEP IX. How Alumni Can Serve

These services are listed by the volunteer categories suggested by James E. Havens.[14]

Program and Resource Development

- Offer skills to interest groups
- Speak about careers, special interests and hobbies
- Share special equipment, slides and movies
- Distribute awards to young 4-H'ers
- Be a project leader or local 4-H club leader
- Sponsor:
    - . award dinners
    - . tours and exhibits
- Support scholarship funds:
    - . send 4-H'ers to 4-H camp
    - . send 4-H'ers to Congress
    - . send 4-H'ers to State Club Week
- Provide places for: exhibits, contests, meetings
- Plan and implement career workshops
- Take charge of county events, such as fairs or exhibits
- Be judges
- Speciality resources
    - . Businessmen--provide tours through place of work
    - . Congressmen--award certificates or provide tours

Services to Other Volunteers

- Train youth for leadership
- Train alumni for volunteer positions
- Act as supervisors
- Recruit:
    - . new alumni
    - . fair judges
    - . volunteers for job positions
    - . sponsors

Indirect Services

- Establish and maintain alumni files
- Establish and maintain volunteer alumni files
- Establish and maintain job description, tasks and position description files
- Devise volunteer job descriptions and tasks
- Develop training packets, e.g., judges manual
- Serve as typist
- Provide transportation to and from activities
- Develop and print alumni newsletters, acknowledgement cards, membership flyers, recruitment flyers, information applications, membership certificates, letters to new members
- Correspond with alumni
- Maintain financial records for alumni association

Advocate

- Do fund raising
- Form speakers bureau
- Develop historic files on alumni to gain new resources
- Write or share 4-H testimony
- Have businessmen support 4-H in advertisements
- Have businessmen provide space in a store or office for publicity

Administration

- Be an officer of the alumni association

Policy

- Be a committee member:
  - . advisory committee
  - . planning and executing committee
  - . nominating committee for awards and recognition
  - . foundation board
- Write proposals

FOOTNOTES

[1]Abigail Sanborn and Norman Brown. "4-H: A Wise Investment of our Tax Dollars." Michigan State University.

[2]Ibid.

[3]Elizabeth M. Cantor and Margaret R. Pepper. "Guide For Staff Who Work With Volunteers."

[4]Milton Boyce and William Caldwell. "Volunteer and Volunteer Staff Management," TS-58, 1975

[5]Revised titles of position description and job description. Deleted one category from model of Volunteer Job Descriptions and Training.

[6]Addition

[7]Addition of 4, 5, 6

[8]Boyce and Caldwell

[9]Ibid

[10]Addition of training item 1

[11]James E. Havens, "An Approach to Volunteer 4-H Staff Job Description, Training, Placement." Extension Youth Specialist, 4-H, Washington State University, 1976.

[12]Addition of Training items 5-10

[13]Darcie Byrn. "Evaluation in Extension"

[14]James E. Havens

APPENDIX A

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Suggestions for developing a flyer or publicity announcement:

1. When developing a flyer or advertisement, encourage the recipients to commit themselves. Ask them to phone or send a return card. This insures involvement of the alumni from the beginning.
2. List only one phone number or address, thus making it easier for the recipient to contact the association.
3. Give alumni incentive to respond. When recruiting alumni, appeal to them as though they are the only people who can help.
4. Before distributing flyers, make sure you have the personnel to follow up the alumni that respond.

SAMPLE PUBLICITY ANNOUNCEMENT

4-H is looking for 4-H experience

Are you an alumni or know someone who is that would be interested in expanding 4-H?

If you are interested, Please send this card to:
or call:

RECRUITMENT FLYER

4-H is looking for people with 4-H experience
If you are a 4-H alumni:

COME and see what 4-H is doing NOW; our plans for the future, and how YOU can participate, at a:

OPEN HOUSE planned just for YOU!!

_____ _____

_____

Please call: _____ if you plan to attend.

If you cannot come and you are interested in opportunities available for you in 4-H, please return this card for more information.

Name: _____

Address: _____

_____

Phone: _____

FRONT OF INFORMATION CARD SENT TO ALUMNI: (Design to conform with current Post Office rules)

Postage Paid by Addressee

No stamp necessary
if mailed in U.S.A.

Business Reply Card
First Class Permit #102

4-H Alumni Office
129 South Street,
Washington, D. C. 00921

USE IN SEARCH TO FIND ALUMNI NEW ADDRESS:
SEND TO ALUMNI

The 4-H Alumni Officed received information that you have changed your address, because we received mail marked,

_____

The address we now have for you is as follows:

_____

_____

We would appreciate it, if you would send us your new address so our files may be corrected and you may receive your mail promptly. Please include any additional information you may think helpful to us.

4-H Alumni Office

- - - -

SEND TO REFERENCE:

Dear_____:

According to our records, the person listed below gave us your name as being likely to know his current address over the years. In updating our files, we now find we have lost contect with him because of an obsolete address. If you have a more recent address than listed below (our last known address), please send it to me. If you cannot supply this information, perhaps you can give us the address of someone who does have this data. (Employer, friend, relative). We would appreciate your returning the enclosed card to us as soon as possible, even if you are unable to assist us. Thank you for your cooperation.

Mail to:_____

Name:_____

Address:_____

State:_____Zip_____

Phone #:_____

I don't have the information you requested, please contact:

Name:_____

Address:_____

State:_____Zip_____

CHANGE OF INFORMATION CARD SENT OUT YEARLY TO ALUMNI:

WE ARE UPDATING OUR MAILING LIST AND FILES. WILL YOU HELP BY SUPPLYING THE FOLLOWING INFORMATION:

Address Change:_____
(Street) (City) (State)

_____
(Zip) (Phone)

Name of firm or institution with which you are associated:_____

Nature of Business:_____

Your position at work:_____

Nature of work:_____

Work phone:_____

Thank you for your cooperation.

ACKNOWLEDGEMENT OF GIFT OR TIME VOLUNTEERED:

_____ and officers of the 4-H Alumni Association gratefully acknowledge your gift of ___(money or volunteer Service)_____ rendered. Your partnership in serving 4-H is heartily welcomed.

(Signatures)_____

_____

EXAMPLE OF ACKNOWLEDGEMENT CARD. SEND TO ALUMNI WHEN THEY INFORM YOU OF A CHANGE OF ADDRESS:

THANK YOU FOR SENDING US YOUR CHANGE OF ADDRESS. WE WILL CORRECT OUR RECORDS IMMEDIATELY.

Join us to help others "Make the Best Better"

(CLIP and MAIL TODAY)

Name _____ (last) (first) (middle/maiden)

Address _____ City _____

State _____ Zip _____ Phone-Bus. _____ Phone-Res. _____

Occupation _____ County of Active 4-H Years _____ (county)

Parents Name (if living) _____ City _____ (county)

State _____ Zip _____ Phone-Bus. _____ Phone-Res. _____

4-H Projects I participated and won in: _____

Make checks payable to: Tennessee 4-H Alumni. This is a tax deductible contribution. Mail to P. O. Box 3333, Nashville, Tennessee 37219.

CHECK THE APPROPRIATE BOX:

☐Lifetime Membership — $100 ☐$40 a yr. for 2 yrs. ☐$25 a yr. for 4 yrs.

☐Joint Life Membership — $150 ☐$30 a yr. for 5 yrs.

☐Annual Membership — $10 ☐$150 Installment _____

(Membership signed by above named alumni)

IS THERE A COUNTY ALUMNI GROUP?

Several counties have already organized their own county alumni groups. These groups were organized by alumni members in the counties with the help of the Executive Council of the Tennessee 4-H Alumni.

If your county has a sufficient number of people interested in such a group, the Executive Council would be happy to assist your group's formation in any way.

Eventually, we want to organize a county alumni group in each of the state's 95 counties. What we strive to do in one county, we strive to do in all, because our membership is representative of the entire state.

The counties that have already formed alumni groups are engaged in several activities. One alumni group held a fund-raising banquet to benefit the county's exchange program. Others are assisting with various 4-H activities and leading special interest groups.

DO YOU NEED MORE INFORMATION?

If you would like more information concerning any aspect of the Tennessee 4-H Alumni, please contact *June Thompson,* 384 Wimpole Drive, Nashville, Tennessee, 37211, or phone 615-832-8781.

TENNESSEE 4-H ALUMNI

The time is NOW.
We need YOU!
Tennessee 4-H
needs your support...
join us today.

(Third Edition)

TENNESSEE 4-H ALUMNI
P.O. Box 3333 • NASHVILLE, TENNESSEE 37219

WHAT IS TENNESSEE 4-H ALUMNI?

Tennessee 4-H Alumni is a group of people who were 4-H'ers and those who are, have been, or wish to be involved in 4-H activities in any Tennessee community.

Our members had worthwhile experiences and exposure to and through 4-H and wish to perpetuate the availability of a quality program for Tennessee's youth today and in the future.

4-H Alumni is a non-profit organization chartered under the appropriate laws of the State of Tennessee and approved by the Internal Revenue Service. Our members cooperatively seek ways and means to promote and support 4-H opportunities locally and on a state-wide basis. In implementing the purpose of the organization, whose motto is "Continuing Service", a by-product will be new acquaintances and an opportunity to renew previous friendships.

Tennessee 4-H Alumni held its organizational meeting in Nashville on March 15, 1975. At that meeting, more than 100 people were present representing all areas of Tennessee. Since then, hundreds have joined our organization to help promote and support the 4-H program in our state. Why not join today!

PURPOSES FOR FORMING THE ORGANIZATION

As individual members, we are encouraged to work with the county extension staff to:

(1) serve as judges for 4-H contests.
(2) serve as leaders for 4-H organizations and/or activities.
(3) assist in securing sponsorship for 4-H contests and activities.
(4) serve as resource persons for 4-H projects, and
(5) help promote 4-H to the general public in more and better ways each year.

There are many ways in which individuals can assist the county and local 4-H program. Contact your county extension office for more information on the specific needs of your county.

OTHER PROJECTS OF THE TENNESSEE 4-H ALUMNI

JUDGES' WORKSHOP

The Judges' Workshop is a training workshop for leaders who are called upon to serve as 4-H judges. The alumni project seeks to develop more uniformity in the judging process and to build confidence in our leaders' judging.

SPEAKERS' BUREAU

More than 60 qualified and able 4-H Alumni members have formed a speakers' bureau for the organization. Their main objective is to provide service to 4-H by supplying speakers to county, district, and state-wide events to both 4-H and non-4-H audiences. The bureau needs 4-H Alumni members to serve as speakers and to locate speaking engagements for the members.

CONTINUING SERVICE AWARD

The award is presented to junior high 4-H'ers at the county level. This is an individual award to encourage the junior high 4-H member to remain in the program and to work harder. More than 400 of these awards were presented to 4-H'ers in 1977.

EDUCATIONAL DISPLAYS

Several educational booths and exhibits have been set up at county and state fairs to acquaint the citizens of the state with the work of the alumni organization.

4-H RECEPTIONS

At present, two receptions are being held each year. The first is at State 4-H Congress to honor all senior members, adult leaders, and Agricultural Extension Service personnel. Later in the year, there is the 4-H Roundup reception. At the 1978 reception, more than 600 people were served following the Vol State ceremony.

HOW DO I JOIN THE 4-H ALUMNI?

☐LIFE MEMBERSHIP — $100.00.

This may be paid in five annual installments of $20.00 each or in any shorter time period. The organization has ruled one exception: young 4-H'ers shall have one year after their active 4-H status ends to become a Life Member at a $50.00 rate. This, too, may be paid in installments.

☐JOINT LIFE MEMBERSHIP — $150.00.

A husband-wife combination can join our organization for $150, a savings of $50. (If one spouse has joined for $50, the other can join for $100, and vice versa.) This amount may also be paid in installments over a five-year or lesser time period.

☐ANNUAL MEMBERSHIP — $10.00.

This membership fee is due not later than February 1 of each year.

MEMBERSHIP INFORMATION

All members are entitled to vote, hold office, receive a membership certificate, and a subscription to the alumni newsletter. The members will receive additional information regarding state-wide activities and meetings.

Please indicate which of the two paragraphs below best represents your personal circumstances and desire for involvement:

(Please check one)
☐ ACTIVE ROLE: As an individual member, I want to take part with other members in making myself available to serve as a judge, a club or project leader, a chaperone, a resource person, or with the general 4-H promotion in my area.

☐INACTIVE ROLE: I cannot participate actively on an individual basis at this time but would like to join hands with the more active members to support the purposes of organized 4-H Alumni in Tennessee. I enclose my membership fees and information.

TENNESSEE 4-H ALUMNI

_____ by evidence of this certificate

is a

ANNUAL MEMBER

and is entitled to all rights, responsibilities,
and benefits attendant thereto.

March 15, 1975
FOUNDED

_____
MEMBERSHIP BEGINNING

_____ _____ _____
PRESIDENT PRESIDENT-ELECT SECRETARY-TREASURER

© 0085 447

LITHO IN U.S.A.

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Tennessee 4-H Alumni

P. O. BOX 3333 NASHVILLE, TENNESSEE 37219

Dear 4-H Alumni,

Welcome into a very unique membership. Tennessee 4-H Alumni is the only formally organized State 4-H Alumni group in the United States. We are alive and growing but we need each new member's help if we are to continue to grow in membership as well as service to 4-H youth. By re-involving yourself as a 4-H leader and/or within the activities of our organization, you can in some measure repay to a fine youth program a portion of good you received from it in earlier years. By joining hands with hundreds of other alumni, we are able to begin innovative support activities and projects for 4-H. This effort will not be possible without your individual help.

Thank you for becoming one of us. Unless you checked the appropriate box on your green membership brochure - - we assume you wish to become " plugged-back-in " to the 4-H leader needs and opportunities of service. The GREATEST SINGLE NEED FOR 4-H IN TENNESSEE TODAY is ADULT LEADERSHIP AT EVERY LEVEL. Primarily the greatest of these needs is at the local level (club and county). The local scene is where it really all happens - - its where it all begins.

We have many activities and projects underway and under our direct sponsorship. You can determine some of what we're doing by reading the enclosed materials. There are other programs in the planning stages. BUT IT ALL DEPENDS ON YOU and us to help our programs of " continuing service " to expand. Mentioned below and on the reverse side are four ways in which you can take immediate action to help our name as Tennessee 4-H Alumni become more meaningful. We implore all members to become involved in:

(1) SPEAKERS' BUREAU - It needs quality speaking engagements for its quality participants. These volunteer alumni speakers are prepared to talk with and to non-4-H groups as well as 4-H oriented crowds. The basic idea is to promote 4-H as a worthy youth organization for more youth to take part through and through which individuals and businesses can feel justified in supporting with their dollars. SO, through your various community, district, and State civic, social, and service groups - - think 4-H and our Alumni Speakers' Bureau - - for a quality representation for 4-H. In securing such an opportunity for the Bureau and one of its speakers - - feel free to contact: John Tarpley, Bureau Director, P.O. Box 313, Columbia, Tn. 38401 (615) 388-7872

(2) Each Member Secure A Member - Sounds simple! But in reality few actually take time to do something so simple as asking one other interested person to become an Alumni member. We have a recognition group known as the ABC group within our entire membership. These are members who secure at least two (2) life members each year. The Alumni Builders' Club will be looked-up to in years to come as those who cared enough to aid the orgranization in its upward growth. Won't you join ranks with the ABC qualifiers in 1978?

(3) County Alumni Group & Advisor - Alumni members can individually be most effective at the club or county basis. In counties having three or more members, we suggest a loosely coordinated alumni group. The chairperson or coordinator of the county group would also serve as the State organization's County Advisor unless he or she wishes to delegate that responsibility to another Alumnus. We know that in order for us to become an effective group, we must be active at the grassroots level. The County Advisor would also be the contact and liaison with the County Extension Staff and our State efforts and projects. If you are willing to serve as your County's Advisor or know of someone who would - - please contact: Mrs. June Thompson, our State Corresponding Secretary at : 384 Wimpole Avenue, Nashville, Tennessee 37211 (615) 832-8781. Your State Officers will take the ball from there and be in touch with you or the person you have suggested.

(4) Continuing Service Award - Available for 4-H Youth of Jr. High Age as a recognition at the County level. This is a new recognition in the 1977 year. More is mentioned about the award in the State Awards Handbook available to adult leaders and agents. Our reason for mentioning it to you is that -- many county extension staff members are still unaware of its availability and purpose. The award takes the form of a handsome white and silver certificate with the 4-H'ers name on it. This is our first tangible county award. With your help - - we hope all counties will begin to give this award to deserving Jr. High 4-H'ers. Please mention the availability of it to your county extension staff.

Without meaningful help and involvement of it members, no organization can succeed or achieve it plans and objectives. Our organization has come a LONG WAY from non-existence to one having members in more than seventy (70) Tennessee counties and eight (8) other States in the past two and a half years. We haven't yet begun to rise to our potential in helping Tennessee's youth through 4-H. We sincerely need and want your input.

Please look over the enclosed material and see what we are now trying to do. Find these or additional ways in which you can participate and help Tennessee 4-H Alumni become an even more effective volunteer group. Make any suggestions you may have to the members of your Exective Council or State Officers. We need all the good help we can get.

If your membership certificate is not enclosed with this mailing, you can expect to receive it in the near future. Life members joining on either the regular installment plan or the automatic check plan will receive their life certificates upon payment-in-full of the membership fees. Newsletters, special announcements, and other materials will flow normally to these same members.

We look forward to seeing and working with you in the near future in our various meetings and activities throughout the Volunteer State as we strive to help others to " Make the Best Better."

Sincerely yours,

Steve Parks

Steve Parks
President

June Thompson

June Thompson
Corresponding Secretary

Emerald Clover

P.O. Box 3333 Nashville, Tn. 37219

Vol. II | July-August-September | No. 3

ANNUAL CONFERENCE THEME:

SEEDS, CULTIVATION, AND HARVEST

Familiar words constitute the theme for our 1977 Annual gathering. Have you made plans to attend? Much time and effort has gone into this year's program. There's something in it for everyone. Bring some potential alumni members, come take part, and bring your family.

DOWNEN

PROGRAM HIGHLIGHT:

Door Prizes. . . .Good Food. . . .Group Singing. . . .Inspiration. . . .Recreation. . . .Fall scenery of the beautiful and colorful Cumberland Mountains. . . .4-H Alumni Fellowship. . . .Judges' Workshop—jointly presented by Districts III and IV. . . .Presentation by Speakers' Bureau. . . .4-H Historical Display and Whose Who Contest. . . .Informative and Brief Presentations By: Dean Lloyd Downen, George Foster, Congressman Albert Gore, Jr., Fletcher Luck, Roy Palk, John Tarpley, Dan Wheeler, State Officers, State 4-H Staff *and* You and Your Guests. . . .Special recognitions will also be made. . . .Election of State Officers and Executive Council Members.

GORE

WHEELER

PALK

DISTRICT I MEMBERSHIP MEETING

What a nice occasion it was on July 30, 1977 at the UT Martin facility. Between 85-100 4-H alumni, friends, and guests attended. Not enough good words can be said about the hospitality accorded the group by the officials and staff at the University. A debt of gratitude is due these Alumni for their tremendous efforts in hosting and planning this gathering: Mrs. R.H. Lee, John Swaim, June Thompson, and Ralph Upton. A reproduction of the program is below:

Advance Registration Deadline Extended to mid-night, Monday October 17th. . . .See related Article for details.

BEST COPY AVAILABLE

TENNESSEE 4-H ALUMNI
District I Membership Meeting
Saturday, July 30, 1977

Call to Order ... Presiding ... Steve Parks, President

Invocation

Welcome ... Dr. Larry McGehee, Chancellor, UTM

Greetings: Mildred Clark, Assistant Dean, AES, UT
Joe Martin, Jr. President, State 4-H Council
Haywood Luck, District Supervisor, AES, UT

Background & Chronology

Present & Future Significance of 4-H Alumni in Tennessee
Dr. George S. Foster, Professor & Leader
State 4-H Staff, AES, UT

Continuing Service Award ... Glenda Booker ... Lebanon
Executive Council Member

Judges' Workshop (Part I of Tennessee Leaders Forum)

Speakers' Bureau ... John Swaim ... Union City

Individual Member's Role ... Ralph Upton ... Jackson
Executive Council Member

Membership ... John L. Batey, Jr... Murfreesboro
State Membership Chairman & President-Elect

Other Alumni Projects ... Steve Parks, President
... Promotion .. 4-H History .. Fundraising ...

LUNCH

TOUR ... Guest of the University of Tennessee ...
In Charge ... Mr. Guy Robbins ...

****

... Thank you for coming ... Have a safe journey home ...

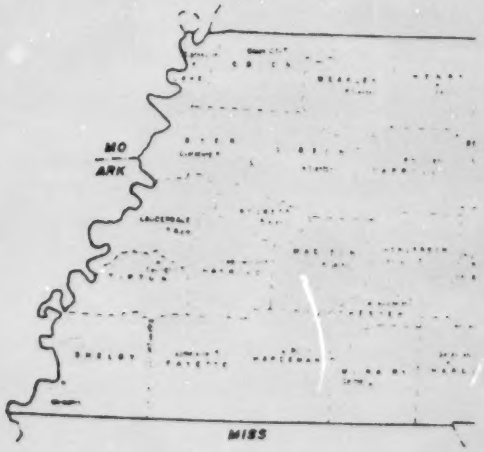
Lunch at UTM Student Center

LARRY McGEHEE

MILDRED CLARKE

Counties with membership as

District I



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JOHN L. BATEY, JR.

JOHN SWAIM

DR. GEORGE S. FOSTER

Have You Added A MEMBER? In 1977?

The only way any organization grows is by the support and promotion of its own members. Our Membership Drive officially ended on Sunday, October 16, 1977. If you assisted the cause by enlisting new members during this year's Drive—Thank You.

If by chance, you did not get around to securing one or two new alumni members- - -please do so before year's end. You'll be glad you did and the new members will too!

It's now easier than ever to join Tennessee 4-H Alumni. Our State Membership Committee directed that an installment method of membership payments be made possible by way of ACP (authorized check plan) as well as regular cash payments.

CLASS OF 1976 take notice— ALUMNI MEMBERS TOO

December 31st, 1977, is the last chance for former 4-H-ers who graduated from high school in 1976, to join our ranks with a life membership for the $50.00 rate. After the end of the year it will be $100.00 for these young people. **Current members also take note of this.** This is an economic advantage for these young friends. Call it to their attention. Anyone wishing membership material or further information contact: June Thompson, Corresponding Secretary, 381 Wimpole Drive, Nashville, TN 3821[illegible] (615) 832-8781

HAYWOOD LUCK

Thank You

For responding to requests for information in the last Emerald Clover: Dorothy Dixon, Steve J. Hale, Joe E. Hall, Shirley Miller, Gordon Pafford, and Jane Williams.

For helping plan, coordinate, and to serve a thirsty Round-Up 1977: Mr. & Mrs. J. Tom Bailey, Sarah White, Karen Lewis, Mr. & Mrs. Bill Bruhin, Mrs. Freddie Chambers, Regina Chambers, Mrs. Ann Barrett, Susan Barrett, Mr. & Mrs. Henry Horton, Pam Bailey, Dan Bailey, Eddie Lovin, Janet Bruhin, Allen Bruhin, June Thompson, Linda Gourley, Sally Smith, and Steve Parks.

ptember 1, 1977. By Steve Parks & June Thompson. Next revision to be released after October, 1977.

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REGISTRATION INFORMATION

In order to help our Conference Steering Committee with their work, we have enclosed cost information on an separate pre-registration sheet. Also enclosed is a return envelope for you to make your advance registration. *Notice that there is an economic savings for making advance registration.* In fact, a 20% savings for those who "plan ahead". There will be an additional charge for children over 12 and a corresponding reduced charge for those under 12. This will be taken care of at Crossville. Please help us by filling out the enclosed pre-registration form and returning it with your check as soon as possible.

The Cumberland Mountains are usually beautiful at this time of the year. The evenings are likely to be cool, so bring sweaters or light jackets. You should also bring single sheets, a pillow, and bath towels. The 4-H Center is an up-to-date facility with winterized capacities. It does not compare with the old 4-H camps of some members memories. Do make your plans to attend. *Registration will begin at the Crossville 4-H Center on 8:45 AM Central Time.*

Please use the Pre-Registration Form and Return Envelope enclosed for your convenience.

DIRECTIONS TO CROSSVILLE 4-H TRAINING CENTER

About 5 miles out of Crossville on the Sparta-Crossville Highway (US 70 South) in the Pomona Community. A black and gold sign marks the road on which to turn.

After turning off of the Sparta-Crossville Highway (US 70 South) onto the Camp Road, you drive about 3 miles to the Training Center. It's hard to miss. If you do. . . .call 788-2197 (Cafeteria) or 788-2288 (Lodge) for help and better directions.

Registration will begin at 8:45 and Program will begin at 10:00 AM, Central Time.

We want to encourage our members to bring their families. A child-care program is planned for those under twelve and will be supervised by older 4-H youth and some "younger" older alumni. We stress again, we want to make a tradition of this Conference being a family outing. So, let us know the ages and how many children you will have with you.

DO YOU REMEMBER 15 YEARS AGO?

If you know what has become of any of these good people----drop a note to June Thompson as to their name(s), location(s), address(es), jobs or business activity, etc. Our Corresponding Secretary's Address: June Thompson, 384 Wimpole Drive, Nashville, TN 37211. (615)832-8781.

PRESIDENT
David Stroud, Wilson
1st VICE PRESIDENT
Jimmy Loftis, Putnam
2nd VICE PRESIDENT
Henry Walker, Jr., Washington
3rd VICE PRESIDENT
Danny Chattin, Rhea
4th VICE PRESIDENT
John McCalla, III, Tipton
SECRETARY
Glenda Sue Howell, Hamblen
REPORTER
Laura Jean Bennett, Bradley
DISTRICT REPRESENTATIVES
Mary Evelyn Beuerlein, Lawrence
Mary Nell McLennon, Tipton
Sandra Lynn, Clay
Dorris Todd, Rutherford
CONGRESS GOVERNOR
Nelson Larkin, Franklin
SPEAKER OF THE SENATE
David White, Monroe
SPEAKER OF THE HOUSE
Jerry Warren, Wilson
ALL STAR BIG CHIEF
Steve Parks, Coffee
ALL STAR LESSER CHIEF
Frank Liebrock, Cocke
ALL STAR SCRIBE
Mary Lee Washburn, Lawrence
VOLUNTEER LDRS., CHM.
Mrs. Lem Parks, Coffee
CHAIRM 4-H COMMITTEE OF EXTENSION AGENTS
Jimmy Francis, Hamblen
4-H FOUNDATION CHAIRMAN
Leonard Rogers, Knox

STATE WINNERS
1662

Automotive
Wayne Swann, Franklin
Beef
Henry Blankenship, Rutherford
Yeast Bread
Jo Ann Hope, Bradley
Sr. Canning
Carol Poindexter, Tipton
Clothing
Marilyn Orgain, Dickson
Dairy Achievement
Johnny Colebank, Shelby
Sr. Dairy Foods
Lynn Draper, Bedford
Sr. Electric
Melanie Russel, Hamblen
Entomology
Karen Miller, Carter
Foods & Nutrition
Shirley Howard, Hamilton
Jr. Forestry
Glen Ferguson, McNairy
Sr. Forestry
Reece Blackburn, Smith
Frozen Foods
Mary Nell McLennon, Tipton
Gardening
Brenda Snapp, Hawkins
Health
Nancy Milligan, Rutherford
Home Improvement
Betty Ann Daniel, Franklin
Home Management
Lourene Woods, Rutherford
Jr. Leadership
Jeanie Gail Ashe, Hawkins
Jerry Warren, Wilson
Poultry
Sandra Tipps, Franklin
Safety
Gayle Gillen, White
Sr. Soil Conservation
J. Harold Willoughby, Campbell
Swine
Jon P. McCalla, Shelby
Sr. Tractor
George Mirritt, Franklin
Achievement
Bobby Glenn Terry, Cumberland
Achievement
Janice Rowland, McMinn
Agriculture
Robert Wade Lankford, Sumner
Home Grounds Beaut.
Layne Ezell, Lawrence
Field Crops
Anthony Martin, Bradley
Home Economics
Mary Hamilton, Bradley
Leadership
Nettie Ann Farris, Rutherford
Garry Duane Speich, Cumberland
Livestock
Jimmy Peppers, Lawrence
Recreation
Alice Scott, Washington
Home Economics Schol.
Linda Eason, Haywood
Dog Care
Robert George Campbell, Bradley
Forestry Scholarship
James Travis Amos, Jefferson
AGR Scholarship
Johnny C. Colebank, Shelby
Public Speaking
Donna Rickman, Weakley
Gary Brewer, Hamblen

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APPENDIX B

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VOLUNTEER 4-H
POSITION DESCRIPTION

Position Title: 4-H Service Leader

Category Number

General Description: Offer the 4-H opportunity to both members and leaders in a community.

Position Number

Duties:

1. Inform local people, both youth and adults, about 4-H.
2. Recruit new 4-H members and volunteer leaders.
3. Organize new 4-H clubs or groups.
4. Determine necessary training needed by the new 4-H staff volunteers.
5. Arrange for appropriate training for the new volunteer.
6. Advise the new volunteers during their first year in 4-H.

Competencies Needed:

This job requires a general knowledge of 4-H and the geographic area where the volunteer will serve, an ability to communicate 4-H opportunities and operations to people, recruit new 4-H leaders, organize new 4-H clubs, write volunteer 4-H position descriptions, determine training the new volunteers need, be able to counsel informally with the new volunteers on the details of their jobs.

Relationships:

The 4-H Service Leader is responsible to the 4-H Service Leader Coordinator. A review and updating of the position statement is held annually with the 4-H Service Leader Coordinator.

Other:

The 4-H Service Leader should live in the area the service is given. Local phone calls and personal visits possibilities with newly recruited volunteer staff is important.

Position Title: 4-H Service Leader

VOLUNTEER 4-H
JOB
DESCRIPTION

Category Number

Position Number

Title:

General Description:

Tasks:

Title

Relationships:

Other:

VOLUNTEER
4-H
TASK CARD

Position Title:

Task:

Category Number

Position Number

Task Number

Task

Competencies Needed:

INDEX

Position Descriptions

Model - Volunteer Information Form (Front)

Volunteer Information Form

Name _____ date volunteered _____

Address _____ phone _____

_____ Role assigned: 1. _____

Marital status: M S W D 2. _____ 5. _____

No. of children _____ 3. _____ 6. _____

4. _____ 7. _____

Birthdate _____

Occupation _____

1 2 3 4 5 6 7 8 9 10 11 12

Education college - 1 2 3 4, College plus 1 2 3 4 Amt. of time available: Week___

Special skills: _____ Month _____

_____

Hobbies: _____

(Back)

Training Received:

Date	Type	Duration	Instructor	Resources Provided

Recognition Given:

Date	What:	Where:	By Whom:

Commentary:

Promotions:

_____

_____

Supervisor's Evaluation Card

Volunteer name	State	Supervisor	# Evaluation
1. Strengths			
2. Weaknesses			
3. Attitudes			
4. Potential			
5. Further training			
6. Reassignment			

Volunteer Evaluation Card	Supervisor	
Volunteer Name	Date	Evaluation #
1. State your responsibilities		
2. Discuss your training - helpful or needs improvement:		
3. Number of hours contributed: Weekly _____ Total:_____		
4. Analyze satisfaction/dissatisfation and problems:		

ALUMNI SERVICE CORPS

GRADUATION? NEVER!

I'll be working at: _____

Major 4-H Projects: _____

Active 4-H'er in _____ County

Parents' name(s): _____

Address: _____

city state zip _____

Res. Phone: _____ Business Phone: _____

Are you interested in more information about Tennessee 4-H Alumni? yes no

Date: _____ Signed: _____

—ALUMNI SERVICE CORPS—
c/o State 4-H Office, P.O. Box 1071
Knoxville, Tenn. 37901

The Printing Department, Martin, Tenn.

TENNESSEE 4-H ALUMNI SERVICE CORPS

Graduation from involvement with 4-H is not necessary. The 4-H program in Tennessee needs quality young adult leaders. Who better than former active 4-H'ers can fill this need? There are many ways that 4-H alumni can remain involved with the active, current 4-H program. You can now "keep on keeping on" with your 4-H connections through the ALUMNI SERVICE CORPS. The Service Corps is not all work and no play. After all, that would be very dull! Many fine friendships and even some marriages have resulted from 4-H similarities. The Service Crops also wishes to provide an avenue through which these friendships can continue and mature into life-long friendships. Think about joining our efforts and keeping your talents at work for 4-H.

Alumni Service Corps is a volunteer group of college age students and other young adults who are interested in continuing their 4-H ties with friends and through continuing service to younger 4-H'ers. What do we do? Our most recent service activities have included judging, decorating for banquets, assisting with State 4-H events, and providing key-note or inspirational speakers for county events.

How did the Service Corps begin? It began out of a need by this age group to have a continuing, legitimate 4-H connection. A group of concerned alumni 4-H'ers discussed the situation with each other and approached the Tennessee 4-H Alumni organization to see if something could be done. Discussions and planning went on during the summer and fall of 1977. The organizational meeting of the Knoxville group occurred on February 16, 1978. Our sponsor presently is Tennessee 4-H Alumni, Incorporated. Membership in our sponsoring organization is not necessary to be in the Service Corps.

Tennessee 4-H Alumni provides additional leadership and organizational support when it is needed. We all want our group to be as self-sufficient as possible. At present, Miss Ruth Henderson of the State 4-H Staff works with our group helping to coordinate many of our activities. Plans call for us to be an additional support group for 4-H -- Something new and special! As the track record of the first Service Corps grows, so does the opportunity to form other groups in college communities throughout Tennessee.

Ready to join? If so, please fill out the adjacent information blank and return it to: Alumni Service Corps, c/o State 4-H Office, P.O. Box 1071, Knoxville, Tennessee 37901. If attending a 4-H event, you might turn the form into whoever is in charge of your registration. Let us know on the tear-off portion if you would like additional information about the Service Corps.

(Detach Here)

If you are interested in the Alumni Service Corps, please fill out the form below and send to Alumni Service Corps, c/o State 4-H Office, P.O. Box 1071, Knoxville, Tennessee 37901.

Name _____ _____ _____
last first middle / maiden

Home address _____

_____ _____ _____
city state zip

Home Phone: ( ) _____

School attending Fall 197_: _____

(Continued on Back)

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Other Projects of the Tennessee 4-H Alumni

Judges' Workshop

The Judges' Workshop is a training workshop for leaders who are called upon to serve as 4-H judges. The Alumni project seeks to develop more uniformity in the judging process and to build confidence in our leaders' judging.

Continuing Service Award

The award is presented to junior high 4-H'ers at the county level. This is an individual award to encourage the junior high 4-H member to remain in the program and to work harder. More than 400 of these awards were presented to Tennessee 4-H'ers in 1977-78.

4-H Receptions

At the present, two receptions are being held each year. The first is at State 4-H Congress to honor all senior members, adult leaders, and Agricultural Extension personnel. Later in the year, there is the 4-H Roundup reception. At the 1978 reception, more than 600 people were served following the Vol State Ceremony.

Other Activities

Historical Commissions are in the planning stages at both the local and state levels for the purpose of organizing 4-H histories. Also, a 4-H Alumni Development Council has been organized in order to raise more funds for 4-H work in Tennessee.

For more information about any 4-H Alumni activities, contact June Thompson, 384 Wimpole Drive, Nashville, Tennessee 37211 or phone 615-832-8781.

The Tennessee 4-H Alumni

SPEAKERS' BUREAU

THE SPEAKERS BUREAU

It All Began . . .

At the organizational meeting of the 4-H Alumni, Inc., one of the project suggestions was that of a speakers bureau. The idea was researched, and the organization voted to make the speakers bureau one of their projects. We are proud to present our speakers bureau to you.

Our Objectives . . .

From the very beginning of the organization, our motto has been to provide "continuing service". Thus, our major objective is to provide service to 4-H by supplying speakers for county, district, and state-wide events to both 4-H and non 4-H audiences. The idea is to improve the public relations image of 4-H and to make Tennessee's citizens more aware of the opportunities that 4-H provides its members, who will shortly be voters and taxpayers also. We strive to provide quality speakers to all part of the state.

These Speakers Are Ideal For . . .

4-H banquets or meetings
Civic clubs
Community groups
School gatherings
Church organizations
Business meetings

So You Want A Speaker . . .

If you have decided that you want a speaker for a 4-H or non 4-H event, a complete listing of our speakers, their addresses, and their phone numbers is available on the reverse side of the brochure. You may contact the speakers directly. It is up to the individual speaker to decide whether or not he can speak at the event in question. Payment of expenses to the speaker is not necessary; however, this is a matter that is strictly between you and the speaker.

If You Have Questions . . .

If you have any questions about the speakers bureau, please contact the state director, John Tarpley, Route 2, Lascassas, Tennessee 37085 or phone 615-893-4570. Also, biographical information about any of the speakers may be obtained from this address.

EDUCATIONAL EXHIBITS
(Fairs, conferences)

1. What and Why? In 1978 the State 4-H Alumni Association set up a fair booth at the Tennessee State Fair to promote the activities of the association and provide information on how to join the 4-H Alumni Assoc. or provide non-active membership support by other means.

   Background? The original fair booth idea was to have a booth at each major fair in the state, and we began with the one fair in Nashville last year. Hopefully in the future, other 4-H Alumni fair booths can be exhibited. Alumni members in the Nashville and surrounding areas were called upon to assist in the physical set up of the booth. Pictures were provided by the state 4-H Alumni president, the vinyl 12' Alumni banner was used (also provided by state office), and the association provided funds for supplies (crepe paper, poster board, letters, spray paint, etc.) in order to visually display the activities and opportunities of the 4-H Alumni Association. Booth space was provided by the county ag. extension service.

   The state office had flyers printed which gave a bottom blank to be filled out in order to qualify for the drawing the last day of the fair for a $25 savings bond which the association provided. In other words, those interested in 4-H Alumni were eligible to fill out a blank for the drawing. (I must note that several persons not interested at all in 4-H Alumni registered for the drawing.) But, at the end of the fair (7 days) we had approximately 400 persons who registered. The association secretary-treasurer contacted those persons who were interested in either joining or supporting the organization, and several good prospective members ensued. We also had available on the registration table 4-H Alumni membership brochures for interested persons to take along with them.

   The Fair Booth Committee contacted as many 4-H Alumni Members as possible to work 2-3 hour shifts in the fair booth. Admission tickets were purchased at discount rates from the Tennessee State Fair to give to the workers, so this was a way they could come to the fair free, work in the fair booth answering questions about the Association, and enjoy leisure time at the fair. Once workers were committed, tickets (both parking and admission) were mailed to them.

   All workers were prompt and a sheet was kept at the registration table for each worker to sign his name and time worked. Each worker received a personal "thank you" letter from the 4-H Alumni Association President.

2. Up-dated Status If any county 4-H Alumni members would like to set up similar fair booths in other areas of the state, our Committee will be glad to answer any questions that might arise. This was a very inexpensive project, and possibly, a new angle (other than Savings Bond) could be used. Any donations from area businesses would surely draw attention to the booth, and the businesses would receive full recognition of their donations. Don't forget THANK YOUS.

   Now is the time to prepare for a fair booth for this year. A list of fairs is attached.

-Lynne Williams

Junior High 4-H Continuing Service Award

Presented to

_____

For outstanding accomplishments in the areas of Leadership, 4-H Promotion, Community Service and 4-H Activity Participation

by

TENNESSEE 4-H ALUMNI

John L. Bate, Jr.
PRESIDENT

_____
DATE

Susan Lastinger
SECRETARY-TREASURER

AWARDS AND RECOGNITION

In order to recognize the service work of a County 4-H Alumni group, the following awards are set up based on participation during a calendar year.

A. There are two divisions for rating purposes

1. Division I--1-10 members

2. Division II--over 10 members

B. District Award(s)

1. $25.00 - suggested for transportation to 4-H Alumni Annual meeting.

2. $50.00 - for a lifetime membership to a graduating senior 4-H member plus a plaque to the county alumni organization.

C. Rating System

1. District

a. White Group - 0-50 points - Ribbon

b. Red Group - 51-100 points - Ribbon

c. Blue Group - over 100 points - Ribbon

d. A special award will be presented to the winner in each division in each Extension District. To quality for this award, the champion must also have a Blue Group rating.

2. State

a. A state award will be presented in each division.

D. Time and Place

1. District awards will normally be presented during district meetings (January or February).

2. State awards will be made at the Annual Meeting (March or April).

SUGGESTED SERVICE PROJECTS

(See Appendix for brief explanation of selected projects.)

	Project	No. Points Earned
1.	County Leaders' Forum	10
2.	Social Outing (suggested with 8th or 9th grade 4-H members)	10
3.	Help plan and organize the county achievement program.	10
4.	Tennessee 4-H Alumni Membership Drive Each new lifetime membership Each new annual membership	 10 1
5.	Assist another county organize a county 4-H alumni group	10
6.	Chapter history (for activities prior to current calendar year)	10
7.	Serve as leader for local 4-H Club (per leader)	5
8.	Serve as 4-H project group leader (per group)	5
9.	4-H promotion through radio, TV, newspaper, arranging for the use of a speakers' bureau member, county fair booths, etc. (per promotion)	5
10.	Compile a list of graduating high school senior 4-H members in your county (and in surrounding counties where there is no active alumni group). Include 4-H member's name parents' name, and home address. Mail to: Tennessee 4-H Alumni, P. O. Box 3333, Nashville Tennessee 37219. (per county list)	5
11.	Serve as an adult leader for a local or county 4-H Community Service or 4-H Community Pride activity. (per leadership)	5
12.	Have an alumni member speak on behalf of 4-H	5
13.	Chapter scrapbook (kept by calendar year)	5
14.	Number of current Tennessee 4-H Alumni members (per member)	2

FORWARD TO THE JUDGES

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The Judges Workshop is an attempt by Tennessee 4-H Alumni to assist counties with a crisis plaguing almost every 4-H agent... discovering and training qualified judges for 4-H Club competition.

This information, prepared by a committee of 4-H Alumni, in cooperation with the State 4-H Department, represents a major undertaking of the Tennessee 4-H Alumni which was organized March 15, 1975.

The committee of 4-H Alumni responsible for this project is:

Peggy Adkins, Chairman, Knox County
Bobby Beets, Bradley County
Sandra Fortune, Johnson County
Teresa Goddard, Loudon County
Rural Peace, Putnam County
Ben Powell, Knox County

A Remarkable Even-Dozen Alumni Talk-Up 4-H

Phillip Burns, M.D.
(Chattanooga)
1961 State Council President, now Chairman Dept. of Surgery at UT's Clinical Education Center in Chattanooga.

"My 4-H experience helped me to be able to relate to all types and ages of people. A desire to help others was also nurtured and cultivated through 4-H."

Janet Cordell (Smyrna)
1976 State Winner in Dairy Foods, now UTK Sophomore.

"4-H has been my whole life for the past ten years and in my opinion is one of the greatest youth organizations in the world today. It teaches young people how to set goals and reach them. I cannot imagine a future that doesn't include 4-H. I hope every 4-H Alumnus and concerned adult will join together to help keep 4-H alive and well."

Ieula Lee (Mrs. R.H.) (Martin)
1949 President State Volunteer Leaders and State Award Sponsor

"4-H has been and continues to be a large part of my life. I have seen it favorably shape the lives of hundreds of today's good citizens."

Rodney Barnes (Franklin)
1972 State Council President. Now State Fair Administrator for Tennessee's Dept of Agriculture.

"Everyday in my work I am reminded of excellent learning experiences that 4-H teaches our youth. It has been very important in my life."

Ralph Upton (Jackson)
1968 State Winner in Horticulture, now works with Goldkist Corp. in West Tennessee.

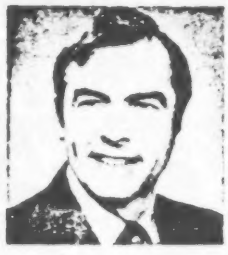
"Much satisfaction comes to one who helps the life of a younger person. Others helped me as a 4-H'er. I can do no less."

Ladye Frank Sanders (Mrs. Doug) (Nashville)
1953 Girls's State Recordbook Winner, now, housewife, mother, and family business-partner

"The great need for and potential of 4-H Alumni to help our young people are worthy of all the assistance we can give. 4-H has meant a great deal to my life."

Amy Harding (Murfreesboro)
1974 State Leadership Winner, now an MTSU student.

"4-H means much to me. I hope to be able to repay in service to others some measure of the enduring benefits I received."

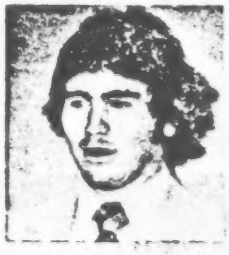


Murray Miles, Jr. (Columbia)
1947 State Dairy Production Winner, now Director of Information for Tennessee Farm Bureau Federation.

"There is no way to pay back to 4-H all it has meant to me, both as a member over 30 years ago, and what it has continued to mean since that time. Too many of us walk out after we are members and forget what it did for us. 4-H Alumni is a way to repay."

George Foster, Ph.D (Knoxville)
Professor and State 4-H Leader. A six year 4-H member with poultry, dairy, and corn as projects.

"Perhaps the most significant happening during my lifetime has been the organization of Tennessee 4-H Alumni."



Joe Martin, Jr. (Hickory Valley)
1977 State Council President and 1976 Leadership Winner, now pre-med student at Old Miss.

"It appears to me that the future quality of 4-H in Tennessee will soon depend quite heavily on Alumni who are willing to stand up and be counted. I intend to be among them."

Glenda Booker (Lebanon)
1966 State All Star Scribe', Now Associate Extension Agent in Wilson County.

"4-H work has become my profession. It continues to be a most important part of my life. I'm glad to be a part of our Alumni effort."

Bob Battle (Nashville)
Senior Editor of the Nashville Banner. Past Potentate of Al Menah Shrine Temple and Past State Alumni Winner.

"People who want something badly enough can usually find the WILLpower to achieve it. The key to my willpower was the 4-H club which led to my career as a writer."

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Concluding Remarks

One of the goals of the internship was to help several counties begin to to organize alumni committees. Two committees were formed, one in Montgomery County, Maryland and the other in Fairfax County, Virginia. The Montgomery County Committee has set a second meeting date to determine their goals in locating alumni. They have made plans to locate alumni at their county fair.

The Fairfax Committee also has formed and met. They already have located many alumni and are now determining the various roles alumni can play within 4-H.

To clarify the roles of the committee, the Extension staff and myself, it was necessary to write up job descriptions for all involved. These descriptions are included in this paper for your use.

Extension Staff Position Description

Job Title: Support Team to Alumni Ad Hoc Organization Committee

Objectives of Job: To support and aid the committee in forming and implementing their decisions and to begin one or more methods to locate alumni.

Duties: Agent:
1. To locate alumni to form committee or
2. To locate one interested, motivated alumni to find the rest of the committee
3. Provide resource information to committee
   a. former surveys conducted to find alumni
   b. all names and addresses of found alumni, retired 4-H leaders and volunteer leaders.
4. Inform committee of 4-H events so committee can attend and ask alumni to make themselves known.
5. Help arrange a meeting of committee members with senior 4-H'ers.

Support Staff:
1. Provide support aid
   a. typing
   b. mailing
   c. copying or printing

All Extension Staff: Report names, addresses and telephone numbers of all alumni who call the Extension office.

Requirements: To help the committee meet their goals by February 15, 1980.

Relationships:
1. Serve as available support and resource to committee
2. Continue communication with intern.

Intern Position Description

Job Title: Intern Advisor

Objectives: To encourage agents and/or alumni in formulating an Ad Hoc Alumni Committee that meets regularly, determines objectives and begins to locate alumni.

Duties:

1. To keep in contact with the Fairfax and Montgomery County Agent and Arlington Executive Council and the three Ad Hoc Alumni Committees.
2. To be available to clarify information in "Guidelines for Finding and Using Alumni," and aid in decision making.
3. Advise Alumni Committee on how to begin to find alumni.

Requirements: To be available as a motivator, resource person and a support to the Alumni Committee until February 15, 1980.

Relationships:

1. Serve as an advisor, and a resource person to the Ad Hoc Alumni Organization Committee.
2. Keep the Executive Council and 4-H agents informed of progress and needs.

August 1980

Ad Hoc Alumni Organization Committee Position Description

Job Title: Alumni Ad Hoc Organization Committee (3-7 people)

Objectives:

1. To determine what alumni want to accomplish by identifying alumni.
2. To determine whether to organize an Alumni Association.
3. To establish working relationships and open communication lines with the County Executive Councils, Extension Office and the Intern.
4. To start locating alumni.

Duties: (Dependent on above decisions)

1. If the Alumni Association is desired:
   a. Discuss and Establish: (refer to guidelines)
      1. purpose of organization
      2. membership requirements and fees
      3. budget
      4. membership applications
      5. publicity brochure
      6. alumni maintenance system
      7. decide to implement one or more method(s) to locate alumni described in guidelines for finding and using 4-H alumni.
   b. Delegate job assignments to committee members and/or other outside help.
      1. Research
         - collect data and file research information, addresses and phone numbers.

2. Secretarial

- contact alumni (personally, letter, telephone)
- receive and date mail
- correspond with sender of mail
- develop, print and send newsletter, membership pamphlets and applications
- organize the filing system

3. Financial

- record and date income and expenditures
- organize file for cancelled checks

2. If no Alumni Association is desired:

a. determine objectives of finding alumni

b. decide on one or more methods of finding alumni

c. delegate assignments to Ad Hoc Committee

Requirements: To be completed by Friday, February 15, 1980

1. meet as a committee
2. discuss objectives
3. delegate job assignments
4. begin to implement method of locating alumni
5. use "Techniques and Strategies of Identifying and Involving 4-H Alumni" as a resource.

Qualifications:

1. Desire to find and organize alumni
2. Vision for how alumni can strengthen 4-H
3. Ability and time to accomplish one or more of the job assignments

Resources:

1. "Techniques and Strategies of Identifying and Involving Alumni"
2. Intern
3. 4-H Agent and Extension support staff

Relationships:

1. Inform Executive Council of decisions
2. Inform intern of decisions and ask for necessary advice
3. Inform agent of decisions

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